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The Pennsylvania Institution
For the Instruction of the Blind
Overbrook, Philadelphia

Eighty-First Annual Report
1913

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EIGHTY-FIRST ANNUAL REPORT

OF THE

MANAGERS

OF THE

Pennsylvania Institution

FOR THE

Instruction of the Blind

PRESENTED TO THE ASSOCIATION

AT THE ANNUAL MEETING, DECEMBER 18, 1913

1914.

PPW 37/5.1 1913

***Proceedings of the Eighty-First Annual
Meeting of the Association.***

The stated annual meeting of the members of The Pennsylvania Institution for the Instruction of the Blind was held on Thursday, December 18th, 1913, at 5.30 P.M.

Mr. J. Willis Martin was elected Chairman and Mr. Eli Kirk Price Secretary of the meeting.

The minutes of the last annual meeting were read and approved.

The annual reports of the Board of Managers and of the Principal and the report of the Committee of Audit and Inspection were presented and on motion were referred to the incoming Board to publish such portions of them as it might deem advisable.

Nominations of officers to serve for the ensuing year were made and on motion the Secretary was unanimously instructed to cast one ballot for those nominated. The Secretary reported that he had cast the ballot, as directed, and the Chairman declared the following persons duly elected:

OFFICERS OF THE INSTITUTION

Patron

HIS EXCELLENCY, GOVERNOR JOHN K. TENER

President

JOHN CADWALADER (1870)*

Vice-Presidents

GEORGE H. FISHER (1876)

WILLIAM DRAYTON (1882)

ALFRED L. ELWYN (1884)

J. WILLIS MARTIN (1890)

Corresponding Secretary

ERNEST ZANTZINGER (1890)

Recording Secretary

ELI KIRK PRICE (1897)

Treasurer

JAMES CROSBY BROWN (1906)

Consulting Physician

CHARLES D. HART, M.D. (1912)

Consulting Surgeon

HENRY R. WHARTON, M.D. (1900)

Managers

Owen Wister	(1891)	Jos. Lapsley Wilson	(1907)
James P. Hutchinson, M.D.	(1894)	Edward Hopkinson	(1910)
John S. Newbold	(1899)	William Masters Camac	(1910)
Sydney G. Fisher	(1901)	George W. Norris, M.D.	(1912)
Geo. E. de Schweinitz, M.D.	(1905)	George S. Robbins	(1912)
Beauveau Borie, Jr.	(1905)	William H. Jefferys, M.D.	(1913)

* First elected a manager or an officer.

STANDING COMMITTEES

Finance

JOHN S. NEWBOLD JOS. LAPSLEY WILSON
WILLIAM DRAYTON EDWARD HOPKINSON
 GEORGE W. NORRIS, M.D.

Instruction

GEORGE H. FISHER OWEN WISTER
WILLIAM DRAYTON JAMES P. HUTCHINSON, M.D.
J. WILLIS MARTIN SYDNEY G. FISHER
 GEORGE E. DE SCHWEINITZ, M.D.

Household

ERNEST ZANTZINGER WILLIAM MASTERS CAMAC
BEAUVEAU BORIE, JR. GEORGE W. NORRIS, M.D.
JOS. LAPSLEY WILSON GEORGE S. ROBBINS
 WILLIAM H. JEFFERYS, M.D.

Admission and Discharge

WILLIAM MASTERS CAMAC EDWARD HOPKINSON
BEAUVEAU BORIE, JR. CHARLES D. HART, M.D.
 WILLIAM H. JEFFERYS, M.D.

City Office

JOS. LAPSLEY WILSON ERNEST ZANTZINGER
 WILLIAM MASTERS CAMAC

Ladies' Visiting Committee

MRS. JOHN CADWALADER MRS. WILLIAM H. PATTERSON
MRS. EDWARD COLES MRS. R. M. CADWALADER, JR.
MRS. ELI KIRK PRICE MRS. E. FLORENS RIVINUS

OFFICERS OF THE HOUSE

Principal

OLIN H. BURRITT

Prefect

NEIL CROWLEY

LITERARY DEPARTMENT

Principal Instructors

ALBERT G. COWGILL

ELSIE G. HOWARD

Assistants

MARY QUINN
MABELLE R. GRIGG
AMY K. HALFPENNY
ETHELWYN DITHRIDGE
FAIRMAN R. MCCALL
CLAUDIA POTTER
PHILIP A. RANDLE

GRETA V. DAVIS
HAROLD MOLTER
MAY D. SUMMERS
JOSEPHINE K. DAWLEY
ISABEL S. LONG
MARIAN L. SIMPSON

HAROLD MOLTER, MAY D. SUMMERS, *Physical Culture*
JESSIE ROYER GREAVES, *Physical Expression and Declamation*

Assistants at the Kindergarten

MINNIE BUSH, *First Grade*
ANNIE K. HARTMAN, *Connecting Class*
RACHEL T. MILLER, *Kindergartner*

ANNIE G. McLAUGHLIN, *Principal's Assistant*
HELEN AUBRY, *Assistant in Principal's Office*
MICHAEL WILLIAMS, *Monitor*

MUSIC DEPARTMENT

Principal Instructor

RUSSELL KING MILLER

Assistants

MME. EMMA SUELKE-SHAW, *Voice*
THOMAS H. ERVIN, *Piano, Organ and Harmony*
OSCAR H. BILGRAM, *Piano and Harmony*
CLARA HAINES MARTIN, *Piano*
MARY E. DAVISON, *Piano*
S. GERTRUDE REESS, *Music Reader*
JACOB BAUSCH, *Tuning and Class Singing*

MANUAL TRAINING AND WORK DEPARTMENT

PHILIP A. RANDLE, *Wood-sloyd*

JAMES HAMILTON, *Broom-work*

MILLARD HARDMAN, *Carpet, Hammock, Broom-work*

HERBERT HARTUNG, *Cane-seating, Reed, Raffia*

ELIZA M. ROSS, *Work Mistress and Teacher of Domestic Science*

EDITH MANNING, *Reed, Raffia, Knitting, Crocheting*

MABEL COLVIN, *Machine Sewing*

AMY K. HALFPENNY, *Cane-seating*

FIELD OFFICER

LIBORIO DELFINO

LIBRARY AND PRINTING OFFICE

SARAH STERLING, *Librarian and Proof Reader*

HERBERT HARTUNG, *Assistant to the Librarian*

OLIVER R. HEINZE, *Stereotyper and Printer*

NELLIE G. MCINTYRE, *Stereotyper and Proof Reader*

WILLIAM S. RUTLEDGE, *Stereotyper*

IDA E. PRICE, *Proof Reader*

JESSIE D. GUTZLAFF, *Proof Reader*

Matron

ELIZABETH C. LORIMER

Housemothers

<i>Girls</i>	<i>Senior</i>	<i>Boys</i>
ELLEN N. TRULL		LIDA C. WARD
	<i>Intermediate</i>	
MARY M. WEBER		MARY A. PALMER
	<i>Primary</i>	
AMELIA K. GRIER		GERTRUDE RAWLINGS
	<i>Kindergarten</i>	
ANNA S. MACKNIGHT		ELIZABETH K. WEBER

Chief Engineer

JAMES A. PLATT

Attending Physicians

FRANCIS W. SINKLER, M.D.

WILLIAM DRAYTON, JR., M.D.

THOMAS B. HOLLOWAY, M.D., *Ophthalmologist*

WILLIAM PENN VAIL, M.D., *Laryngologist*

THOMAS W. BUCKINGHAM, D.D.S., *Dentist*

***Eighty-First Annual Report of the Board of
Managers to the Members of the Association,
to the State Board of Charities and to
the Legislature.***

It is hoped that all who receive this Report will read carefully the Principal's statement of the work of the Institution.

The most important advance in training the blind to meet the disadvantages in life which loss of sight involves has been their physical development. A visitor to the school to-day, watching the wonderful agility of the students in the gymnasium or on their athletic field, would find it hard to believe that they were without sight. The swimming pool, the Boy Scout movement and the competing gardening present other fields of activity very surprising to those who are not familiar with what has been accomplished in recent years in making the blind self-reliant, and for this reason more capable of self-support. In addition to these evidences of improvement, the dramatic performances of the girl pupils have been equally interesting. The dancing and concerted activity on the stage show an easy grace and facility of movement that a few years ago would have been impossible.

The views of the Principal as to the application of the Act of the Legislature in regard to the care of the infant blind should be carefully considered and if the Institution is asked, as it probably will be, to care for these infants, the best mode of meeting such a request will require deliberation. The Principal is clearly right as to the wisdom of leaving the children during their years of infancy under parental care where the conditions justify such a course.

Where they can receive no proper supervision the provisions of the law should be met and our Institution may be naturally looked to to meet the need.

The Acts of the Legislature relating to the Prevention of Blindness are of the highest value. The fact that thirty-two per cent. of our pupils have suffered from causes which properly treated at the time of birth would have been avoided, shows how important these enactments are.

The work of the Exchange at the City Office and the successful efforts of Mr. Delfino are most encouraging.

It has been a most satisfactory fact that since Mr. Burritt became Principal he has had most consistent and loyal support from the official staff which he found at the school, and very few changes have been made.

During the past year, however, several changes have occurred. The decision of Miss Dunning in consequence of her prolonged ill health, to resign as principal teacher of the girls' school, was regretted by every one connected with the Institution. During the many years in which she has filled the position her services have been invaluable. At the outset of her career she showed the truest sense of loyalty during a period of unrest owing to an unjustifiable attack upon the management. All that the Principal says of her is true and it is hoped that she may still regain her strength and be able to return to aid in our work.

The death of Mr. Robert St. Clair, who came to the school in 1863 when ten years of age, and had been "Supervisor of Music Practice" for more than twenty-five years, removes one of our oldest workers and he will be greatly missed. It is very gratifying that Mr. St. Clair, who with great prudence had saved from his modest earnings about eight thousand dollars, has made "The Chapin Home for the Aged Blind" his legatee.

This new but useful addition to the cause of the blind is progressing very satisfactorily; but is, of course, greatly in need of generous recognition by the public.

The Board of Managers have reason to be gratified by the result of the year's work and can confidently appeal to all who feel that the blind have especial claims on the community to aid in the work by contributions and legacies.

Respectfully submitted,

JOHN CADWALADER,
President.



Moth

Mother's Bird

Cowboy

Page Elson

A MIDSUMMER NIGHT'S DREAM
 Titmouse asleep guarded by her Fairy Attendants.

***Annual Report of the Principal to the
Board of Managers.***

GENTLEMEN :—

An examination of the six annual reports which I have presented to you shows that I have given considerable attention in these reports to the records that are being made by pupils who have left school, as well as to the nature and the quality of the work that is being done in the class-rooms. Emphasis has been placed upon the practical results of our training here at Overbrook as indicated by the success of our graduates and of those who, while not remaining long enough to graduate or perchance not being possessed of the requisite intellectual ability to meet our requirements for graduation, still have remained long enough to be sufficiently moulded by the training they have received here to enable them to attack more intelligently and more hopefully the problem of self-support. Since the school came to Overbrook in January, 1899, fifteen years ago next month, the average number of pupils discharged annually and the corresponding number of new admissions has been about thirty. Among these have been pupils of all grades of ability, from the very backward—sometimes almost feeble-minded—child who gains admission only because he lives too far from the school to come for a personal interview, and is discharged within a few weeks or months (for we have here no provision for the custodial care of the feeble-minded blind child) to the university student who does work of such high rank as to win prizes awarded for scholarship, secure free scholarships for graduate study, or be elected to membership in the Phi Beta Kappa Society. I have just examined the list of graduates of the past six years and, although I am quite conversant with what nearly all our recent graduates are doing, I am surprised at the excellent showing they are making. I challenge an equal number of boys and girls of the same age and the same ability with the enormous ad-

vantage of full sight, to make a better showing; for it must be remembered that the average age of these young people upon discharge is little above that of the high school graduate with vision unimpaired.

Now very many of those who have had the advantage of the training furnished by this school in the eighty years of its existence have attained honor for themselves and have brought credit to the school long before the "field work" we are doing was thought of, but I do not hesitate to say again what I have often said recently, that so high a percentage of graduates and former pupils are remuneratively employed only because of the well-directed efforts of Mr. Delfino so concentrated upon this specific problem. Our aim, through the activities of the Field Officer backed by the entire organization of the school, is to have each pupil employed as gainfully as possible, considering his capabilities, *immediately upon leaving school*. We hope to aid in reducing mendicancy among the blind by removing what is made the excuse for it in many instances, viz., lack of employment.

But if the Field Officer has been helpful in aiding pupils to secure employment, the pupils themselves have justified our belief in them by meeting the demands of their employers and by holding in most instances the positions secured for them. And herein lies the best testimony to the good work that our teachers in all departments are doing and to the efficiency of the training afforded here. Our teachers are dealing with the raw material; the Field Officer with the finished product. Our aim here at the school is to develop each individual to the highest point of his capabilities. So if more has been said recently about the success of the efforts of the Field Officer in placing pupils who have left school, there is at least equal credit due to the efforts of all those here at the school who aim and labor hard to prepare pupils for successful careers after leaving school. It would be difficult to find anywhere a more unselfish and devoted body of workers, and I wish to make this public acknowledgment of my appreciation of their enthusiastic, unselfish, and untiring efforts in behalf of our boys and girls.

The several public presentations of "A Midsummer Night's Dream," so successfully given by our girls, has done more than anything else this year to bring

Dramatic Work. the quality of our work before people, many

of whom are still given to speaking of our school as the "blind asylum"; to make clear to them that we are a boarding school for boys and girls who happen to be blind, closing for the customary holidays and summer vacations; and to emphasize the fact that our aim is so to train our normal pupils that they can succeed in life outside the protecting walls of the institution side by side with those who see. Early in October (1912) several of the teachers of the girls' school asked my approval, which was promptly granted, of a plan they had worked out of giving the "Play and Fairy Scenes" from "A Midsummer Night's Dream." That their efforts might have a worthy object and the generous sentiments of the girls be cultivated, the teachers suggested that the girls' school be permitted to contribute something toward the maintenance of the Chapin Memorial Home for Aged Blind as the boys' school had twice done through the medium of their Glee Club. The lines were learned in the class-room under the personal supervision of the teachers of the several grades involved, and under the direction and with the assistance of the teacher of physical expression and declamation. The dances were taught by the teacher of physical culture as a regular part of the work in physical education—in the gymnasium during the winter, on the lawn when the weather permitted. Mendelssohn's music, which was used to accompany parts of the play, was taught by one of the teachers of music as a regular class exercise, the teacher of vocal music giving general supervision of the chorus singing and individual instruction for the solo parts. The costumes, for all except a few of the principal characters, were made under the direction of the work mistress, the older girls very generally making their own, while teachers, house-mothers and other officers, gave generously of their free time to render the necessary assistance in making the costumes for the little fairies. As the time approached for

their public appearance a little more time was necessary for rehearsals, but the principal work was done during the regular class periods and outside of school hours, and represents long continued patient effort on the part of pupils and teachers alike. Their work fully justified our confidence in them and was extremely gratifying to us all when on Thursday evening, April 3rd, at Scottish Rite Hall, Broad and Race Streets, they presented the play so successfully with but a single rehearsal upon a stage with which they were, until the rehearsal, totally unfamiliar. A large audience, sympathetic and appreciative, greeted them, and over \$400.00 was realized for the Chapin Home.

A request came almost immediately from one of the managers of the Evening Home and Library Association that the play be repeated for the benefit of that worthy charity, but as we were so near the close of the school year it did not seem advisable to undertake it at that time. Shortly after school opened we began to rehearse the several parts, and on December 3rd (1913) the entertainment was repeated for the benefit of the Evening Home and Library Association and for the Graduates' Loan Fund which we desire to see established in connection with our school. This time about \$500.00 was realized, to be shared equally by the Association and the Loan Fund. On Wednesday, December 10th, selected portions of the play were given at the Walnut Street Theatre at the annual meeting of the Drama League of Philadelphia before an audience entirely different from those before which they had previously appeared.

This dramatic method in teaching is not new with us: for many years, it was employed by the grade teachers and much of the actual detail work of teaching the parts is still done by them. But when in 1901 Mr. Allen selected a teacher specially trained for this work, it was for the definite purpose of emphasizing this work in oral and physical expression. Four and five years ago the boys gave, with equal success, several scenes from "The Merchant of Venice"; and something like this, only less ambitious and less perfect because less time is spent upon it, may be seen in the school

auditorium on almost any Wednesday or Friday morning—the former being reserved for the girls, the latter for the boys.

The value of the dramatic method in teaching is beginning to be more generally recognized and it is receiving greater emphasis at the hands of our leading educators. Of dancing G. Stanley Hall says: "Its great psychotherapeutic value when stimulated or inspired by good music is beyond all question. . . . Its prophylactic value is probably greater than we yet realize". And of folk dances: "Few understand what pedagogical gems the best folk dances are or with what condensed meanings they are freighted. They are not merely wholesome exercises or amusements, but moral, social and æsthetic forces, condensed expressions of ancestral and racial traits. . . . Another great role of dancing is acting out history, and mythology, setting forth the records of the past with maximal insistence at every point on the motor elements with the best elocutionary and dramatic accompaniments. Thus we not only fix in memory but vitalize by bringing home to the heart and life great personages and events, so that we have here a new way of teaching history. Festivities and celebrations rehearse events in condensed and symbolic form until they stand out as real and are etched into the soul not only of the actors but of the spectators".*

From this dramatic work our pupils will reap all the advantages that accrue to the seeing child, and others that are particularly necessary and desirable for those who do not see. The teachers who are doing this work mention among others the following advantages:

It gives to blind pupils an idea of the "stage picture" and helps them more to relate themselves to the audience than individual declamation does.

It overcomes self-consciousness and stage fright more than individual declamation does.

It demands speed and accuracy in thought and action.

It gives the greatest development to the sense of direction.

* "Educational Problems," Vol. I, p. 43 *et seq.*

It increases the blind pupil's confidence in his ability to get around.

It saves much time in the teaching of "how seeing people act".

As too much introspection is to be guarded against, something of this kind furnishes talk and thought for free time.

Rehearsals call for self-sacrifice.

The attention of the pupil is concentrated upon the instruction given for various reasons—ambition to rank high, and above all for the joy of the rhythmical expression.

To be the character, one's own identity must be lost, every movement and speech must be representative, which helps to give poise and freedom of movement—necessary attributes of grace.

Those who respond slowly to external stimuli—who are slow to hear, and to observe—are often completely transformed. Their sense perceptions are quickened and the clumsy, awkward body becomes agile and graceful.

The concert, which our pupils have given annually for the past twenty-two years at least, was given again this year

at Horticultural Hall on Tuesday evening,
Our Twenty-second Annual Concert. April 15th, 1913 by our school chorus, numbering this year about sixty voices, assisted by Miss Virginia Cartee, soprano—a graduate of the Alabama School and of our school in June, 1911—Mrs. Russell King Miller, contralto; Mr. Nelson A. Chesnutt, tenor; Mr. George Russell Strauss, bass; and by about fifty members of the Philadelphia Orchestra. The program rendered consisted of the following selections:

Finale to the First Act of the unfinished opera Loreley,	<i>F. Mendelssohn-Bartholdy</i>
Scene from Samson and Delilah.....	<i>C. Saint-Saens</i>
MRS. MILLER and MR. STRAUSS	
The Water Nymph (for female voices).....	<i>Anton Rubinstein</i>
Gypsy Life	<i>Robert Schumann</i>
Lovely Rosabelle	<i>George W. Chadwick</i>
A Wanderer's Psalm	<i>Horatio Parker</i>

The concert maintained the high standard set by our singers and again demonstrated the possibilities of a chorus of young singers without sight under a careful, systematic and prolonged course of training.



A MIDSUMMER NIGHT'S DREAM

Titania, Queen of the Fairies.

Among the programs on subsequent pages of this report will be found one rendered by the pupils in the auditorium of the school, on March 3rd, 1913, in commemoration of the seventy-fifth anniversary of the birth of David D. Wood. All the music was of Mr. Wood's composing, and the reminiscences given by Mr. Adam Geibel, who was first a pupil and then an associate teacher of Mr. Wood, were interesting and a source of inspiration to our younger pupils who had never known Mr. Wood.

Observance of Mr. Wood's Birthday. At our teachers' meetings, held bi-weekly from October to June, papers upon the following subjects have been presented as a basis for discussion and subsequently filed in our special library:

Is the Teaching of Pencil Writing to the Blind
 Practicable?Miss Miller
 Present Day Methods of Piano Instruction.....Mr. Miller
 Qualifications for the Study of Music.....Mr. Bilgram

Four years ago I told of the spread of the school garden idea from the kindergarten to the main school. This interest in gardening continues, the girls of our first **School Gardens.** four grades, the boys of our first six grades maintaining gardens under the sympathetic guidance of their teachers. Our boys, learning that a school garden contest was being conducted by one of our evening papers, were eager to enter the contest. With what success is told in the succeeding paragraphs by Mr. Cowgill, principal teacher in our boys' school, who is himself keenly interested in gardening and succeeds in arousing interest in teachers and pupils:

"Interest and enthusiasm in the school gardens continued unabated throughout this last year. And when these twin incentives are aroused in any school lad, we have the ideal plan for good and effective work.

"Gardening took its place in the boys' school curriculum four years ago when two rectangular plots of ground, each 20 by 150 feet, were turned over to us for experimentation in this line of work. From the very beginning these

gardens have been a success, the interest increasing each year as new ideas and experiments were tried; for, as every teacher in a school for the blind knows, we must be continually trying new plans and methods of teaching. A boy without sight cannot make and cultivate his garden without the supervision of a sighted person. With this supervision, little or much, depending on the boy and on the teacher, success is assured.

"Two things made the school gardens more successful this year. In the first place, an important change was made in the time of conducting the outdoor classes. Heretofore, we had found it hard to stop the planting, weeding, and general cultivation in order to meet the scheduled time of the next class period. To overcome this the program was so arranged that few conflicts existed, thus giving each class a straight two-hour vacation in their garden.

"In the second place enthusiasm ran high, almost to the breaking point, when the boys, sixty-two in all, voted unanimously to enter the school garden contest conducted by the *Evening Telegraph*, an afternoon paper of the first rank. This contest not only allowed the public and private schools to enter, but any individual desiring to compete could do so.

"The pupils attempted to grow only the most ordinary of small vegetables. They were careful to arrange all their plots symmetrically, to keep all lines straight and true, and to guard carefully the more tender and delicate plants by placing them in the center of their plots, which were five by twenty feet.

"Simple as were the gardens which had been increased this year by an additional plot 20 by 150 feet, the three flower gardens in the foreground planted in sweet alyssum, nasturtiums, corn flowers, marigolds and zinnias, attracted a great deal of attention.

"In the contest, judged by an expert from one of the largest seed houses in the city, the first, second and third prizes were won by our boys. Besides these prizes, eight 'certificates of merit' were awarded to eight proud boys. This contest was judged on neatness, style of arrangement, perfection of products, and general excellence.

"The purposes of gardening are many: it is another means of outdoor exercise, a valuable incentive to nature study, a good way to teach manual training; it gives an opportunity to inculcate a love of work; but first, last and always the aim and object of gardening in school, in any grade, is character-building."

The activities of our Boy Scouts were quite fully set forth in my report last year, but the organization has had such a healthy growth and has achieved so much during the year that I have asked Mr. Boy Scouts of America, Troop 118, Philadelphia. Molter, the Scout Master, to tell briefly how the troop has grown to nearly three times its original proportions, how it won the prize of a United States flag on Memorial Day, and what the needs and plans for the future are.

“Two events which stand out above all others in the history of the troop of Boy Scouts at Overbrook are the all-day hike to and from the log cabin at Wayne; and the big meeting of Boy Scouts at Cobb’s Creek on the 30th and 31st of May, 1913.

“Ever since its organization, the troop has been accustomed to spend pleasant afternoons in hiking to Bala, or some near-by wood, preparing supper there, and engaging in the various activities included in the scout program. The troop has grown in numbers from eight to twenty-one, and several boys are preparing to pass the test for admission.

“Of the two events mentioned above, the first was our longest hike. We tramped for ten miles or more, until we reached the spacious log cabin which had been built by the scouts of Delaware County, at Wayne. There we cooked our dinner, and spent the afternoon in practicing bandaging and passing tests in fire-building. After supper cooked in the big stone fireplace, we started on our homeward journey with colors flying.

“At the Memorial Day Field Meet, we took our large tent to the camping ground and spent two afternoons there. On Saturday, the 31st, a number of the troops presented exhibitions of scouting activities in competition for prizes. Troop 118 built pyramids, and was awarded a large American flag as fourth prize. This may now be seen floating proudly beside our tent which is still used for sleeping purposes.

“The troop is now working on the requirements for second class tests which include signaling and first aid to the injured. One need has been felt by the members of Troop 118. The scout uniform is a very important part of the equipment of each boy, for it is worn on hikes and at all functions at which scouts appear. The boys are very anxious to have uniforms and have been trying for some time to

work up a plan whereby they may earn enough money through their own efforts to be able to purchase the proper garments.

"It will perhaps be interesting to some to know that one of the boys of our troop had the pleasure of accompanying a number of picked scouts to the peace celebration at Gettysburg this past summer. It was an experience which he will never forget; and, judging from reports about him, he proved himself very efficient and helpful.

"Efforts are now being made to have all of the scouts become second class scouts, and with that end in view meetings are held every Wednesday afternoon."

At the close of the academic year in June, Margaret McGuirk completed the two years' course at the Neff College Graduates at of Oratory; Edward Henahan and Arnold Special Schools Deason earned the Teachers' Certificate at and Higher the Sternberg School of Music; and John Institutions of Heyse and Leonard Rambler received their Learning. degrees from the University of Pennsylvania. All completed their work with credit; some of them, notably the two boys at the University, with very high standing. So far they have all fully justified the additional advantages which have been accorded them.

Ralph Wolfgang continues his work in the high school of his home town where he is taking high standing. Walter McDonald and Harold Howard are pursuing the studies of the sophomore year, the former at the University of Georgia, the latter in the Wharton School of Finance at the University of Pennsylvania. Genevieve Caulfield completed with credit her junior year at Trinity College, Washington, D. C., and has this fall entered the senior class of Teachers' College, New York City, with a view to securing more direct preparation for teaching and that she may have broader opportunities for observing work for the blind, than were open to her in Washington. Three members of the Class of 1912 are attending higher institutions of learning in the city. Fred Barnett is studying wood-sloyd and clay modeling at the School of Industrial Art; Harry Hartman is pursuing his musical studies here at the school and is taking two special courses at the University of Pennsylvania; and How-

ard Burritt has this fall matriculated in the Arts course at the University of Pennsylvania.

That so many of our graduates and former pupils get so well started in remunerative positions, whether by their own unaided efforts as some do, by the combined efforts of the individual and the school, or by the efforts of the school largely through the Field Officer, is very encouraging to all the staff; that so many retain their positions and continue year after year to be even more gainfully employed is still more encouraging. Of the eleven graduates and former pupils whose employment is enumerated in the last report, ten are still employed—seven in the positions secured last year, three in similar positions—and all at an increased compensation.

And again this year we are able to report that at least eleven other graduates or former pupils have secured regular gainful employment. Of the positions secured by the five former pupils, not graduates, all of whom possess a little useful vision, at least three are the direct result of the efforts of Mr. Delfino. In November (1912) Marie Smith became the tutor of a backward blind child. In March (1913) a position at the Jesse Jones Paper Box Factory was secured for Frances Lowrey. In May (1913) James Finnegan, who left school in 1907, accepted the opportunity made for him to learn tuning at the Cunningham Piano Factory—an opening possible only because he possesses some useful vision. John George in June (1913) began teaching caning, weaving, basket-making and other industries for the New York Association for the Blind. And in September (1913) Henry Sheetz entered the employ of the Delaware Commission for the Blind as general utility man.

Of the graduates, Martin Kurtz of the Class of 1909 in December (1912) opened a small store where he is successfully conducting a grocery and candy business. In June (1913) Ruth Buck of the Class of 1910 was employed as Home Teacher by the New York Association for the Blind. Of the six graduates, three are members of the Class of

1911: Virginia Cartee, our Alabama girl, in July last secured a position to teach a little blind girl in her home at Fort Deposit, Ala., where she is also giving instruction in piano and voice to about twenty pupils from the local high school; in September (1913) a position at the Cunningham Piano Factory was secured by Mr. Delfino for Humbert Catto; and William Stevenson, in June (1913) became the Home Teacher of the Delaware Commission for the Blind. The most recent of our graduates to secure regular remunerative employment is Leonard Rambler, of the Class of 1905, A. B. University of Pennsylvania, 1913, who in October (1913) became Instructor in Tuning for the New York Association for the Blind.

Of these six graduates, one has considerable useful vision; one just enough in one eye to enable him to see objects at close range; one, light perception only; while three are totally blind.

Our Salesroom and Exchange, opened in May (1910) at 204 (old number 200) South Thirteenth Street, has again demonstrated its usefulness to blind people and has fully justified the expectations we had for it and the expense involved in maintaining it.

The Third Year
of our Salesroom
and Exchange.

A résumé of the results of the work accomplished within the year beginning December 1st, 1912, shows the following:

First.—Positions have been obtained for two graduates and six former pupils not graduates. The graduates and three of the six non-graduates are succeeding; three of the latter have failed. Of these eight, four are girls, four boys; two are totally blind, six have a little useful sight. The positions are: piano tuning (2); home teaching (1); helper in a work-shop for blind workmen (1); workers in factories (4). In addition to these, two men have been started in the newspaper business.

Second.—A few graduates or former pupils of the school have been temporarily employed to teach some of the industries they have learned at the school. Elwood M.

Govan, a graduate, spent a delightful month at the Middle Coal Field Poor District Almshouse instructing a score of inmates in making hammocks and laundry bags, the experiment meeting with entire success. Mrs. Eckley B. Coxe met all expenses. Henry Sheetz, a former pupil, spent ten pleasant and profitable weeks at West Chester giving instruction in chair-caning and hammock-making to a blind man on the estate of Mr. and Mrs. Richard G. Park, who paid all the expenses. This experiment also was a success.

Third.—The Field Officer was successful in securing for several graduates or former pupils eight engagements for entertainments in Byberry, Manayunk, West Philadelphia, Norristown, the New Century Guild and the Church of the Merciful Saviour.

Fourth.—Orders have been secured which have furnished work for the sightless workers in their homes: for rag carpets from ten department stores; for knitted goods and coat-hangers from five stores; and for hammocks from three stores. Mr. Delfino says, "These sales have been remunerative and stimulating to the blind, and instructive and convincing to those who have purchased the articles."

Fifth.—During the twelve (12) months from December 1st, 1912 to November 30th, 1913, the sum of \$5,662.38 was paid out by the Salesroom and Exchange to seventy-one (71) workers and consignors, and to the Pennsylvania Working Home for Blind Men.

Sixth.—A mere enumeration of the work done is an index to the nature and extent of what has been accomplished through the Salesroom and Exchange.

Pianos tuned	147
Chairs caned	1,559
Settees caned	3
Brooms sold	3,084
Coat-hangers sold	742
Rugs sold	706
Rugs woven (from rags furnished).....	28
Carpet woven (from rags furnished), yards.....	277
Carpet sold, yards.....	598¼
Flower hangers, made and sold.....	107
Baskets, reed, made and sold.....	77

Raffia bags, made and sold.....	11
Lamp and candle shades, made and sold.....	24
Mats, reed and raffia, small size.....	200
Carpet beaters	9
Trays	31
Rattles	10
Lamps	2
Automobile hamper	1

Seventh.—Our people are not only being helped to opportunities to earn but wherever they can possibly spare any of their earnings, they are being taught that even more difficult lesson of thrift. The Field Officer has been successful in persuading six boys to open accounts with the Western Saving Fund Society of Philadelphia. In several instances former pupils, whom we have aided in securing positions, have opened accounts with Building and Loan Associations. I regard this as a most essential part of the training of any young person and none needs it more than our boys and girls without sight.

Eighth.—The Salesroom and Exchange has been useful to a larger number of persons than heretofore in supplying them with material at cost. Cane was sold to 53 persons; Braille paper to 27; Braille slates to 7; awls to 5; beads to 7; grooved cardboards to 8; and brooms were advanced to 15.

One illustration will serve to show how helpful to the blind worker this assistance is. During the year Mr. Delfino arranged with the manager of a local chair factory to sell us rush and flag at cost; the former at 13 cents a bundle, the latter at 5 cents a pound. Retail dealers charge 40 cents a bundle for rush and 25 cents a pound for flag. This arrangement saves the worker 66 per cent. of the cost of the one and 80 per cent. of the cost of the other.

Ninth.—Thirty-five persons, chiefly adults who had recently lost their sight, consulted the Field Officer with reference to their readjustment to their new condition.

Tenth.—We are embracing every opportunity to co-operate to the fullest extent with all existing agencies for blind people. The Field Officer has frequent conferences, in behalf of blind men applying for work, with Superin-

tendent Hunt of the Working Home for Blind Men, from which factory we purchase nearly all the brooms sold by those whom we are aiding as salesmen of brooms. Now and then a case needing relief is referred to Dr. Robert C. Moon, who has at his disposal a small fund for the relief of the blind; or to the Philadelphia Society for Organizing Charity. We are also co-operating with the Pennsylvania Association for the Blind, Mr. Delfino visiting Scranton in January to aid the Association's secretary in organizing the Lackawanna Branch of the Association.

Eleventh.—Through the kindness of Mrs. Eckley B. Coxe and Mrs. Henry LaBarre Jayne, four young women, all former pupils, had two weeks' vacation at Buttercup Cottage, Chestnut Hill, or at Cloverly Lodge, West Chester.

Twelfth.—Opportunities have been found for some excellent publicity work, valuable alike for the workers and for our school. Exhibitions of some of the work of the blind were given at the Philomusean Club in West Philadelphia and at the Friends' Reading Circle in West Chester, Pa. A representative of *Vogue*, the fashion magazine, asked the privilege of photographing several articles at the Salesroom for display in that publication. The reproductions of the photographs appeared in the issue for December 1st and, as a result of the publicity thus obtained, thirty (30) orders were received from customers in twenty-eight cities in fifteen states. Several articles describing the work of the Salesroom and Exchange have also appeared in Philadelphia newspapers during the year, notably in *The Philadelphia Record*, *The North American*, *The Ledger*, *The Telegraph*, and *The Inquirer*.

A conservative estimate of the earnings of thirty-two (32) persons for whom positions have been secured during the past four years, of whom nineteen (19) were located in permanent positions, eight (8) established as newsdealers—four (4) with booths, four (4) with stands—and five (5) as broom dealers, hucksters, etc., shows total annual earnings amounting to \$12,960.00, distributed as follows:

ESTIMATED COMBINED ANNUAL EARNINGS OF

14 piano tuners	\$7,000.00
2 home teachers	1,175.00
1 handy man in a workshop for the blind.....	335.00
1 employee in a box factory.....	200.00
1 tobacco stripper	350.00
8 newsdealers	2,500.00
5 broomdealers, hucksters, etc.....	1,400.00

Estimated combined annual earnings of thirty-two (32) persons permanently placed.... \$12,960.00

It is gratifying and encouraging to be able to report that the twenty-seven blind people placed in remunerative positions prior to December 1st, 1912 are still employed either in the positions originally secured for them or in others equally, or more, remunerative; and that with but few exceptions their work has been so satisfactory that their original compensation has been materially increased.

The changes in the corps during the past year have been more numerous and more significant than usual. The withdrawal late in November (1912) of Miss Dunning on account of ill health removes from the school a teacher who has served it longer with a single exception than any officer or teacher with sight now connected with the school. Miss Dunning came to the school as an assistant teacher in December, 1888, and in June, 1889, was appointed principal teacher in the girls' school—a position she had held continuously since that time—thus giving to the girls' school almost exactly twenty-four years of service—more than twenty-three years as its principal teacher. Miss Dunning and her friends here hoped all the year that she would be able to return to her work, but as she had not gained sufficiently to warrant the hope that she would be able to resume her duties at the opening of the new school year in September, she reluctantly presented her resignation in May (1913). She is still hopeful that she will be able to take up again the work she loves so dearly—a wish in which her friends here at the school heartily join her.*

* Miss Dunning died at her home, West Orange, N. J., February 1, 1914.



Bottom

Quince

Titania

Starveling

Puck

Snout

Snug

Flute

A MIDSUMMER NIGHT'S DREAM
Rehearsal of the Play around the sleeping Titania.

Miss Dunning's devotion to her girls and her influence upon them was unusual. She had their confidence to an exceptional degree. Not a girl in the school but felt that in Miss Dunning she had not merely a teacher but an interested friend. To her the girls went freely when they were troubled, assured that they would find a sympathetic listener. She was personally interested in each girl, and new pupils were not long in discovering that this personal interest was a characteristic trait. Where it was decided that occasionally a girl was sufficiently deserving and capable of more advanced training at normal school or college, Miss Dunning always gave freely of her time, usually in addition to her regular duties, to complete the pupil's preparation for entrance and to prepare her for the entrance examinations—a fact to which our normal and college graduates give generous and appreciative acknowledgment. I have been impressed with the attachment that the alumnae of the school have for her and have not wondered as I have seen how interestedly she follows the careers of our girls after they leave school. During the past few years her interests broadened, leading her to ally herself actively with organizations that endeavor to aid the adult blind, among whom was occasionally a former pupil or graduate of the school. Thus she was a member of the Board of Managers of the Industrial Home for Blind Women, serving more recently as a member of its Committee on Admissions; even before the Chapin Memorial Home for Aged Blind was organized and incorporated she was actively identified with it, and during the past year she was chairman of the Advisory Committee on Admissions of the Board of Managers.

Such a teacher is missed and her place is not easily filled, but we were fortunate in having in the school a capable woman who had served the school most acceptably as an assistant teacher for nineteen years, Miss Elsie G. Howard who, by reason of her natural abilities, her training and her experience, is entirely capable of assuming the duties of principal teacher. Accordingly, Miss Howard was appointed in June (1913) to succeed Miss Dunning, and she is fulfill-

ing our expectations. The teacher of the fifth and sixth grades—the place made vacant by Miss Howard's advancement to the position of principal teacher—is Miss Josephine K. Dawley, of Silver Creek, N. Y., a graduate of the Fredonia (N. Y.) State Normal School and of Teachers' College, Columbia University, with five and a half years of successful experience. The sudden death of her father made necessary the resignation in August of Miss Simmons, who had done very acceptable work as our kindergartner for four years. Her place was filled by the transfer from the main school of Miss Miller, a trained kindergartner, who had taught our third grade girls for three years. Miss Miller's successor as teacher of the third grade is Miss Isabel S. Long, of Wayne, Pa., a graduate of the Radnor (Pa.) High School and of the William Smith College at Geneva, N. Y. Miss Croff, who had taught in our girls' school for five and a half years as teacher of first, second and fifth grades respectively, was asked early in September to become teacher of blind children in the public schools of Jersey City, N. J., to fill the vacancy caused by the death in August (1913) of Miss Myra H. Embree who went from our boys' school to this position three years ago. Miss Croff's successor as teacher of the fifth grade is Miss Marian L. Simpson, of Winthrop, Maine, a graduate of the Farmington (Maine) State Normal School, who has had one year's experience teaching sixth and seventh grade pupils.

Robert St. Clair, who has been our "Supervisor of Music Practice" since 1887, was stricken with apoplexy during the summer vacation and died at the Stetson Hospital October 9th, 1913. Mr. St. Clair came to the school in 1863 when a lad but ten years of age. In 1872 he was designated "resident assistant" and in 1884 he was made an "assistant" in the Music Department. He was faithful in the duties to which he had been assigned—pianist for the gymnasium classes and at the kindergarten, supervisor of music practice, and custodian of our embossed music—and he is missed by those who had depended upon him more than they knew.

By the addition of Section 1439 to amend the Act approved May 18th, 1911, entitled "An act to establish a public school system in the Commonwealth of Pennsylvania, together with the provisions by which it shall be administered and prescribing penalties for the violation thereof; providing revenue to establish and maintain the same and the method of collecting such revenue; and repealing all laws, general, special or local, or any parts thereof that are or may be inconsistent therewith" the last legislature has made it possible to provide for "the education of certain blind children under eight years of age." By this legislation the "State Board of Education is authorized to educate blind children residing in this Commonwealth under the age of eight years whenever from any cause the parent or parents thereof may be unable properly to educate them." Under conditions specified in the law, "the board may contract with any *non-sectarian* institution in this State or elsewhere established for the education of the blind whereby any such child may at a cost not exceeding one dollar (\$1.00) per day *to be paid out of the State school fund* be educated until it shall reach the age of eight years."

If it was the purpose of those interested in the passage of this law to provide only for *normal* blind children the maximum age limit should have been *five*, not *eight*, years; for our own school and the school at Pittsburgh are receiving all *normal* blind children *six*, and many *five*, years of age who come to our attention, providing their parents will consent to their leaving home at such a tender age. Our problem has always been to persuade parents that to defer providing training for their little blind child beyond six or seven years of age is disastrous to the child's future welfare.

It is my profound conviction—a conviction based not only upon ordinary humane grounds but upon conclusions reached after conferring with the parents of many young blind children and advising them as to suitable training for such children—that *only under very exceptional circumstances should a blind child be taken from its home before five years*

of age: indeed even under home conditions that are but fairly good it is better that such a child shall remain at home until six, seven, or eight years of age—the precise age to depend upon the home conditions, the intelligence of the parents, whether there are seeing brothers and sisters of somewhere near the same age, and other factors equally important in the early development of the child. If the seeing child needs the sympathetic mother love, how much more the child without sight! In this, as in many other matters affecting blind children, the same principles should be applied as in the case of seeing children; if the home conditions are such that the seeing child should be taken from the parents, the blind child too should be removed from the home. True, the education of a blind child is more or less a technical matter but the unconscious training which a normal blind child receives from his seeing brothers and sisters, if he be so fortunate as to have them, is not to be lightly regarded. Blind children who come to us from such surroundings are very much more normal and present much more hopeful problems.

Our schools should be ever ready to aid the parents by suggestion and advice. Let the parents, particularly the mother, visit frequently the kindergarten of the nearest school wherever possible, observe how young blind children are trained to be self-helpful, and take home to their sightless boy or girl what they learn by these visits. And where these visits are impossible, let the State or private charity provide a wisely sympathetic teacher with experience in teaching the blind, whose duty shall be to visit the home in which there is a young blind child as frequently as possible and aid the mother by helpful concrete suggestions.

Our investigations into the condition of the blind of Pennsylvania, Delaware and New Jersey disclosed only a few cases of young children who in our judgment ought to be removed from their homes. If work be done for normal blind children under five years of age along the lines suggested above, the expense to the State will be inconsiderable and the results will be far better than by expending the same

amount for removing a blind baby from its home, and caring for it in an Institution, Home or Nursery. And incidentally the parents will not be relieved altogether of a burden which should not be saddled entirely upon the community or upon private charity.

There will still remain a few blind babies whose homes are absolutely unfit; others who are orphans or half-orphans who must be cared for as this new law contemplates. For these few—and for these few alone—is this law a boon. And statistics show that this number is so small that it will be unnecessary for the State to make any extensive special provision for them by building an Institution to care for them. It will be just as humane, no less satisfactory, and very much more economical, to care for them at the existing Nurseries for Blind Babies such as are being maintained at Brooklyn, New York; Summit, New Jersey; and Boston, Massachusetts.

That I be not misunderstood I repeat that I have been speaking only of *normal* blind children under five years of age. There is urgent need for some provision for the training and custodial care of feeble-minded blind children of all ages, and adults too, not only in Pennsylvania but in every state of the Union; for I know of no provision anywhere for this portion of our blind population.

The legislature also passed two excellent laws whose purpose is to prevent unnecessary blindness. One requires "the reporting of cases of ophthalmia neonatorum by physicians, midwives and others" and "a reporting of the results of treatment of each case of said disease, and fixing a penalty for violation thereof;" the other regulates the practice of midwifery by providing for the licensing of midwives and the enforcement of the provisions of the law by the Bureau of Medical Education and Licensure of the state. Both are excellent laws and it is to be hoped that they will be rigidly enforced; for there is no better proof of the need of the enactment and enforcement of reasonable laws for the prevention of blindness than the statement that the stream of blindness from ophthalmia neonatorum continues to flow

to our schools with volume unabated—fifty-six (56) of one hundred and seventy-five (175), or 32 per cent. of the pupils who have entered our school between September 1906 and June 1912 being blind from this one cause.

Several of the states—notably New York, New Jersey, and California—have recently passed laws providing state funds (usually \$300.00 a year) for readers for blind students who are candidates for a degree at any college, university or other higher institution of learning authorized to confer degrees. As it is impossible at present for such students to be provided with embossed copies of all books needed for their work, it seems only just that they be given this much needed assistance which must be provided for them in some way if they are to accomplish the work at all. So far as our own graduates, living at the school and attending higher institutions of learning in Philadelphia, are concerned, our teachers have provided whatever assistance the pupils have had; but this has been done in addition to regular assigned duties presumably sufficient of themselves. The result has admittedly been that the pupils have done work of a high order in spite of their initial handicap of blindness and the added handicap of insufficient assistance from a reader. The percentage of our pupils who will probably profit by a course at some higher institution of learning is small, but the few pupils whose capabilities seem to warrant such advantages should have all the sighted assistance they need to insure their securing the most possible from advanced courses of study. At no time within recent years have there been more than three of our graduates at one time who would come under the provision of such a law, and it is not at all probable that there would ever be more than ten graduates of the two schools in the State attending such institutions simultaneously—five would probably be nearer the mark. The annual appropriation would therefore probably never exceed \$3,000.00, and \$1,200.00 or \$1,500.00 in any one year would without doubt be ample. The students ought to have this aid; there is no valid reason why such funds

should be provided from private funds alone; there are several valid reasons why they should be provided from public funds; the precedent has been established by several states; the amount required will never be large; and such a plan is not only vastly more economical than attendance at a college for the blind—were such an institution in existence—but it is far better for the student himself. I hope that provision for this instruction may be made by our state legislature at its next session.

The American Association of Workers for the Blind held its Twelfth Convention at the Illinois School for the Blind at Jacksonville, June 24th to 27th, 1913. The topics presented show that the

The Jacksonville
(Ill.) Convention.

officers of this Association, who were responsible for the program, are thoroughly conversant with the problems that are confronting all workers for the blind, no matter what their field of effort. The topics considered at the general sessions of the convention were these:

The Other Blind Fellow. By George R. Bellows, Vice-President Associated Blind Men of Maryland.

How Can the Newly Blinded Adult Be Best Fitted to Minimize His Handicap and Hold His Place in the Community? Symposium compiled by Mr. and Mrs. Charles F. F. Campbell from suggestions gathered from workers in many States.

Granting That Pecuniary Relief Is Necessary for Some Blind People, How May This Need Be Met Best? Report of the committee, appointed at the Overbrook Convention, on the Dependent, Aged, Infirm and Homeless Blind: Lucy Wright, Chairman; O. H. Burritt, Charles Comstock.

Report of the Uniform Type Committee. Charles W. Holmes, Chairman; George M. Carmody, Elwyn H. Fowler, Miss Minnie Hicks, Miss L. Pearl Howard, Robert B. Irwin, H. Randolph Latimer, Edward J. Nolan, Ambrose M. Shotwell and Miss Georgia D. Trader.

What Specific Training Is Needed for the Field Worker, and How Can It Be Supplied? Report of the committee to consider this question appointed at the Overbrook Convention: Liborio Delfino, Chairman; W. I. Scandlin, Edward E. Allen.

How the School for the Blind Helped Me Most, and How It Might Have Helped Me More. Short addresses by graduates of schools for the blind. Claron L. Shafer, lecturer for the Ohio Commission for the Blind; Miss Minnie Hicks, instructor Maryland School for the Blind; Miss Fannie Kimball, Rhode Island State

Home Teacher; Miss Adelia M. Hoyt, Iowa, author of "After Graduation;" Newell D. Perry, instructor California School for the Blind; M. M. Garonzik, instructor Maryland School for the Blind; Miss Genevieve Caulfield, graduate Overbrook (Phila.) School for the Blind.

Elements of Strength and Weakness in Educating Blind Children in Schools for the Seeing and in Schools for the Blind. Miss Janet G. Paterson, Supervisor of Blind Children in the Public Schools, Newark, N. J.

At "Round Tables," which had been planned that a larger number of topics might be discussed by those particularly interested in one or more of them, the following subjects were considered:

How Can We Emphasize the Serious and Economic Problems Involved in the Inter-marriage of the Blind? Chairman: John F. Bledsoe, Superintendent Maryland School for the Blind.

Libraries for the Blind. Chairman: Lucy A. Goldthwaite, In charge Department for the Blind, New York Public Library.

Suggestions for Inaugurating Work for the Adult Blind. Chairman: Charles F. F. Campbell, Executive Secretary, Ohio Commission for the Blind.

In What Pursuits Can the Blind Be Employed with the Seeing? Report of the committee appointed at the Overbrook Convention. Chairman: Edward G. Pease, E. J. Nolan, Charles F. F. Campbell.

Some of the Problems of Workshops and Industrial Homes. Chairman: Millard W. Baldwin, Superintendent Maine Institution for the Blind. (a) Wages, Bonus Systems, Etc. (b) Boarding of the Workmen. (c) Methods of Promoting Contentment Among the Workmen.

This is the organization which held its eleventh convention here in June, 1911. While there were not as many in attendance at Jacksonville last summer as here two years ago, probably chiefly because Jacksonville is in a less populous portion of the country and the delegates had to travel longer distances, still the convention was even more representative; for the two hundred and sixteen delegates at Jacksonville came from thirty-three states, while the three hundred and twenty-four delegates at the Overbrook Convention represented but twenty-five states: and the fact that twenty-seven superintendents of schools for the blind and delegates from four other schools, *i. e.*, representatives from thirty-one

institutions for the blind, were in attendance at Jacksonville shows how general is becoming the spirit of co-operation between educators of the young blind and all others who are struggling with the problems of the adult blind. And this spirit of co-operation must extend until some plan is found whereby the conventions of these two national organizations for the blind—the “Association of Workers” and the “Association of Instructors”—shall either amalgamate or meet at the same place and at about the same time, thus making annual conventions unnecessary. No valid reason against complete co-operation any longer obtains, for we are all interested in a sufficiently large number of the topics considered at each convention to be eager to attend both.

No one can read thoughtfully the Report of the Uniform Type Committee of the American Association of Workers for the Blind, presented at Jacksonville (Ill.) last summer, without being convinced that this committee of devoted and capable blind people is conducting a most thorough and comprehensive investigation into this vexatious problem of a uniform type for the blind. With the advance toward a uniform type made since 1905—the date of the appointment of the first Committee by the Association—and with over \$3,000.00 at its disposal, subscribed at the Convention here two years ago and subsequently, it was the general expectation that the Committee, during the two years between the Overbrook (1911) and the Jacksonville (1913) conventions, would reach definite conclusions and recommend for adoption as the uniform dotted type of the future, that code which they would formulate as combining the best features of all dotted systems in use among English speaking people. Almost the only disappointment with the work of the Committee, discernible at the Convention, was this failure to make such a recommendation. But a uniform type that will stand the test of time will be one that results from natural growth which can no more be forced in the case of a type for the blind than in the choice of the best means of artificial illumination. The recommendations of the Committee do,

**Progress Toward
a Uniform Type.**

however, show definite advance toward the ultimate goal of a uniform type, when the Committee recommends that "the development of the complete system be in harmony with the principles of three-level, variable-base, and frequency of recurrence, the system to be known as the Standard Dot System."

It is also recommended that "the Uniform Type Committee be continued with a membership of seven, and instructed to carry on its work as outlined in this report"; and "that a fund of \$10,000.00 be raised and placed at the disposal of the Committee for use in the prosecution of its work."

I believe that there is no problem more vital in the education of the young blind than this of a uniform type and I am very confident that the only thing that will prevent the formulation and recommendation of the "Standard Dot System" at the next convention of this Association which is to be held at San Francisco in 1915 will be the failure of the friends of the blind to provide funds promptly which will enable the Committee to proceed at once with the additional work it has set for itself to do.

Within the twelve months ending December 1st, 1913, the following work was done in our printing office:

Large plates embossed	3,292
Small plates embossed	578
Medium plates embossed	268
Large sheets printed	16,824
Small sheets printed	21,038
Medium sheets printed	4,767
Interpointed sheets printed	20
Alphabet sheets printed	1,310
Christmas cards printed	244
Number of different books and pamphlets embossed in brass....	13
Number of pamphlets fastened in covers here.....	539
Number of sheets written by hand.....	4,417
Number of title pages written by hand	44
Number of girls employed in writing Braille	4
Amount of cash paid girls and press boys	\$136.25



A MIDSUMMER NIGHT'S DREAM

Pyramus and Thisbe, separated by the Wall, represented by Snout, a Tinker.

Plates were made of the following:

- Carlyle, Thomas (Completed)....Essay on Burns.
 Cicero, Marcus Tullius.....Selected Letters from Abbott's "Let-
 ters of Cicero."
 Emerson, Ralph Waldo.....Nature, from "Nature Addresses and
 Lectures."
 Dickens, Charles (Completed)...Old Curiosity Shop. 6 vols.
 Labiche, Eugène and Martin,
 EdouardLa Poudre aux Yeux.
 Mezger, Robert and Mueller, Wil-
 helm (Completed)Kreuz und Quer durch Deutsche
 Lande.
 Richards, Laura E.....The wooing of Calvin Parks.
 Scott, Sir Walter (Completed)..The talisman. 5 vols.
 Smith, F. Hopkinson (Com-
 pleted)Forty minutes late.
 Thackeray, William M. (Com-
 pleted)Henry Esmond. 5 vols.

The following are in press:

- Eichendorff, Joseph Freih.....Aus dem Leben eines Taugenichts.
 Livy.....Selections from Books XXI and
 XXII. Burton's Edition.
 Schiller, FriedrichMaria Stuart.

STATISTICS.

	BOYS	GIRLS	TOTAL
Resident at last report.....	108	108	216
Admitted	10	9	19
Population of the year.....	118	117	235
Discharged	10	13	23
Remaining at the close of the year.....	108	104	212

OF THE PUPILS ADMITTED, 17 were from Pennsylvania; 1 from Alabama; 1 from Tennessee. Of those in attendance during the year, 200 were partly supported by Pennsylvania (thirty-one counties being represented); 15 by New Jersey; 6 by Delaware, and the remainder by the Institution or by friends.

CAUSES OF BLINDNESS OF THOSE ADMITTED:—

Ophthalmia Neonatorum	5	
Optic Atrophy	3	
Congenital Cataracts	2	
Ulcerative Keratitis	2	
Buphthalmos	2	
Anophthalmos	1	
Iridochoroiditis	1	
Interstitial Keratitis	1	
Bilateral Anaridia and Ectopia Lentis.....	1	
Retinitis Pigmentosa	1	

Total admissions 19

NATIVITY:—Pennsylvania, 16; other States, 3.

RELATIVES BLIND:—One boy has a brother with defective sight. One girl has a brother with defective sight.

HEALTH:—With the exception of an epidemic of 14 cases of mumps and 22 cases of measles during the months of February, March, and April, which interfered somewhat with the routine of school work, the health of the school has been excellent.

STUDIES PURSUED DURING THE YEAR.

LITERARY DEPARTMENT.

	BOYS	GIRLS	TOTAL
KINDERGARTEN	5	7	*12
LANGUAGE:			
Reading	71	77	†148
Writing (Braille)	51	29	†80
Spelling	100	95	†195
Language	35	28	†63
Grammar	39	37	76
Rhetoric	11		11
Literature	20	24	44
Latin	34	23	57
German	22	10	32

* The number of children doing strictly kindergarten work this year is practically the same as it has been in recent years, but the children who are in the connecting class and the first grade have been taught the following subjects; reading, writing (Braille), spelling, language, number, modeling, drawing and nature work; and the first grade has had, in addition to these subjects, the following: ancient history stories, raffia and reed work, sewing (hand), gymnastics and, the boys of the grade, swimming. The numbers of pupils in the connecting class and the first grade are included this year with the number of those pursuing these subjects in the main school.

† Includes 14 boys and 11 girls in the first grade and connecting class at the kindergarten building.

MATHEMATICS:	BOYS	GIRLS	TOTAL
Number	14	27	†41
Arithmetic	62	49	111
Algebra	11	13	24
Geometry	5	7	12
HISTORY-CIVICS:			
Ancient	6	19	†25
English	20		20
American	49	47	96
Civics	11		11
Current News	86	52	138
SCIENCE:			
Nature Work	34	54	†88
Physiology and Hygiene	51	22	73
Physical Geography		13	13
Physics	11		11
COMMERCIAL SUBJECTS:			
Commercial Arithmetic	5		5
Bookkeeping	5		5
Business Law	5		5
Industrial Geography	11	71	82
Typewriting	44	42	86
FORM STUDY:			
Modeling	40	29	†69
Drawing	26	41	67
MANUAL TRAINING.			
SLOYD	41		41
SHOP:			
Cane	60	21	81
Broom	39		39
Carpet	11		11
WORKROOM:			
Beadwork	12		12
Raffia and Reedwork.....	6	21	†27
Crocheting		28	28
Knitting		77	77
Sewing (Hand)	6	68	†74
Sewing (Machine)		42	42
Domestic Science		14	14
PHYSICAL TRAINING.			
Athletics	83	81	164
Gymnastics	90	89	†179
Swimming	80	25	105

† Includes 6 boys and 8 girls in the first grade at the kindergarten building.

MUSIC.

	BOYS	GIRLS	TOTAL
Chorus Singing	84	85	169
Oratorio Chorus	20	38	58
Individual Voice Culture	9	11	20
Piano	37	43	80
Organ	7	3	10
Tuning	21		21

ACKNOWLEDGMENTS.

We desire to acknowledge our indebtedness to the following for the courtesies extended to us:

A friend, for sixteen season tickets to the concerts of the Philadelphia Orchestra.

Mrs. Eckley B. Coxe, for donations of \$100.00 for opera and theatre tickets, and \$25.00 for Christmas gifts.

Miss Kirkbride, for tickets for Miss Katharine Goodson's piano recital.

Strawbridge & Clothier Chorus, for concert tickets.

American Book Company, Publishers, for permission to emboss "Selections from Livy" and "Kreuz und Quer durch Deutsche Lande."

The Century Company, Publishers, for permission to emboss "Hugh Wynne."

Grosset & Dunlap, Publishers, for permission to emboss "The Call of the Wild."

D. C. Heath & Company, Publishers, for permission to emboss "Maria Stuart" and "Aus dem Leben eines Taugenichts."

Henry Holt & Company, Publishers, for permission to emboss "La Poudre Aux Yeux."

Respectfully submitted,

O. H. BURRITT,

Principal.

December 12th, 1913.

Dr. Account for the Year ending May 31st, 1913. **Cr.**

1913, May 31.	INCOME ACCOUNT.		1912, May 31. 1913, May 31.	INCOME ACCOUNT.	\$5,402.51
	To Receipts for the year ending this day, viz.:			By Overdraft per last account.	
	Transferred from Reserve Fund	\$15,000.00		By Payments on Sundry ac-	
	General Fund	16,445.46		counts for the year ending	
	W. W. Cook Legacy	17,514.08		this day, viz.:	
	Reserve Fund	2,374.64		Harrison Prize	\$ 50.00
	Harrison Prize Fund	50.00		Coxe Musical Fund	50.14
	Dundas Library Fund	125.00		Household	59,898.32
	Coxe Musical Fund	200.00		Instruction	38,112.05
	Coxe Maziche Fund	280.00		Finance	994.75
	City Office (Rent)	1,250.00		City Office	3,628.10
	Appropriation, State of Penna.	46,750.00		Balance	10.69
	" " New Jersey	4,543.33			102,744.05
	" " Delaware	1,650.00			\$108,146.56
	Pay Pupils	1,619.41			
	Prepaid Insurance	344.64			
		\$108,146.56			
1912, May 31.	PRINCIPAL ACCOUNT.	\$14,929.72	1913, May 31.	PRINCIPAL ACCOUNT.	\$25,468.31
	To Balance per last account . .			By Investments purchased .	\$6,992.50
	" Receipts for the following			" Payments for New Build-	365.50
	accounts, viz.:			ing Account	15,000.00
	Sales of coal from undivided	\$9,090.93		" Transfer from Reserve	3,110.31
	Cook Estate	1,000.00		Fund	
	Investment paid off	347.66		Cash on hand	
	Account premiums on Investm's	100.00			
	Legacy, J. Johnson Beans . .				

The undersigned certify that they have examined the foregoing account, and find it correct, and the balance on hand as stated to be Three Thousand, One Hundred and Twenty-one Dollars (\$3,121.00) on deposit June 24, 1913.

[Signed] JOHN S. NEWBOLD, } Committee
JOS. LAPSLEY WILSON, } on Finance.

[Signed] BEAUCHEAU BORIE, JR., } Committee on
SYDNEY G. FISHER, } Audit.
FRANCIS FISHER KANE, }

Philadelphia, June 20, 1913.

We have examined the accounts of Mr. James Crosby Brown, Treasurer of The Pennsylvania Institution for the Instruction of the Blind, for the fiscal year ending 31st May, 1913, and found them to be correct, and correctly set forth in the foregoing statement.

[Signed] LYBRAND, ROSS BROS. & MONTGOMERY,
Certified Public Accountants.

RESIDENTIAL SCHOOLS FOR THE BLIND IN THE UNITED STATES.—Corrected February, 1914.

STATE.	PLACE.	NAME.	PUPILS		SUPERINTENDENT.
			ENROLLED	1912-1913	
Alabama	{ Talladega	Academy for the Blind	101	F. H. Manning.	
Arkansas	{ Talladega	School for Negro Deaf Mutes and Blind	22	J. S. Graves.	
California	Little Rock	School for the Blind	121	John H. Hinemon.	
Colorado	Berkeley	Institution for the Education of the Deaf and Dumb, and the Blind	78	L. E. Milligan.	
Connecticut	Colorado Springs	School for the Deaf and the Blind	42	W. K. Argo.	
Florida	Hartford	Institute for the Blind	40	George H. Marshall.	
Georgia	St. Augustine	Institution for the Deaf and the Blind	33	A. H. Walker.	
Idaho	Macon	Academy for the Blind	109	G. F. Oliphant.	
Illinois	Gooding	State School for the Deaf and the Blind	15	W. E. Taylor.	
Indiana	Jacksonville	School for the Blind	222	Robert W. Woolston.	
Iowa	Indianapolis	Institute for the Education of the Blind	157	George S. Wilson.	
Kansas	Vinton	College for the Blind	136	George D. Eaton.	
Kentucky	Kansas City	Institution for the Education of the Blind	88	Mrs. Grace Norton Roseberry.	
Louisiana	Louisville	Institution for the Education of the Blind	122	Susan B. Merwin.	
Maryland	Baton Rouge	Institution for the Blind	65	G. C. Huckaby.	
Massachusetts	{ Overlea	School for the Blind	135	John F. Bledsoe.	
Michigan	{ Overlea	School for the Colored Blind and Deaf Mutes	296	Edward E. Allen.	
Minnesota	Watertown	Perkins Institution and Massachusetts School for the Blind	155	Clarence E. Holmes.	
Mississippi	Lansing	School for the Blind	113	J. J. Dow.	
Missouri	Faribault	School for the Blind	78	R. S. Curry, M. D.	
Montana	Jackson	Institute for the Blind	121	S. M. Green.	
Nebraska	St. Louis	School for the Deaf and the Blind	24	H. T. Menzemer	
New Mexico	Boulder	Institute for the Blind	60	N. C. Abbott	
New York	Nebraska City	Institute for the Blind	34	R. R. Pratt.	
North Carolina	Alamogordo	State School for the Blind	163	Charles A. Hamilton.	
North Dakota	{ Batavia	Institute for the Education of the Blind	119	Everett B. Tewksbury.	
Ohio	{ New York City	Institution for the Deaf and Dumb, and the Blind	277	John E. Ray.	
Oklahoma	Raleigh	School for the Blind	29	B. P. Chapple.	
Oregon	Bathgate	Institution for the Education of the Blind	260	Edward M. Van Cleave.	
Pennsylvania	Columbus	School for the Blind	68	O. W. Stewart.	
South Carolina	Muskogee	Institute for the Blind	35	E. T. Moores.	
South Dakota	Salem	Institution for the Blind	215	O. H. Burritt.	
Tennessee	{ Philadelphia	Western Pennsylvania Institution for the Blind	141	T. S. McAloney.	
Texas	{ Pittsburgh	Institution for the Education of the Deaf and Dumb, and the Blind	81	N. F. Walker.	
Utah	Cedar Spring	School for the Blind	28	Lelia M. Curl.	
Vermont	Gary	School for the Blind	230	J. V. Armstrong.	
Virginia	Nashville	Institution for the Blind	244	E. E. Bramlette.	
Washington	Austin	Institute for the Deaf and Dumb and the Blind Colored Youth	41	J. H. Stewart.	
West Virginia	{ Austin	School for the Deaf, and the Blind	32	F. M. Driggs.	
Wisconsin	Ogden	Austine School for the Blind	4	Helen G. Throckmorton.	
Wyoming	Battleboro	School for the Deaf, and the Blind	78	W. A. Bowles.	
	Staunton	Virginia State School for Colored Deaf and Blind	34	Wm. C. Ritter.	
	Newport News	State School for the Blind	59	W. B. Hall.	
	Vancouver	School for the Deaf and the Blind	61	Parley De Berry.	
	Romney	School for the Blind	111	J. C. Hooper.	
	Janessville	Institution for the Blind and the Deaf and Dumb		Dept. for the Blind not yet opened.	
	Cheyenne				

RESIDENTIAL SCHOOLS FOR THE BLIND IN CANADA.—Corrected February, 1914.

PROVINCE.	PLACE.	NAME.	SUPERINTENDENT.
Nova Scotia	Halifax	Halifax School for the Blind	C. F. Fraser.
Ontario	Brantford	Ontario Institution for the Education of the Blind	H. F. Gardiner.
Quebec	Montreal	Mackay Institution for Protestant Deaf Mutes and the Blind	Harriet E. Ashcroft.
Quebec	Montreal	Nazareth Institution for the Blind	Sister St. Eulalie.

PUBLIC SCHOOLS IN THE UNITED STATES HAVING PROVISION FOR THE CO-EDUCATION OF THE BLIND AND THE SIGHTED.—Corrected February, 1914.

STATE.	PLACE.	SUPERINTENDENT.	SUPERVISOR OR TEACHER.	WHEN ESTABLISHED.	PUPILS ENROLLED 1912-1913.
Illinois	Chicago	Ella Flagg Young	John B. Curtis	September, 1900	55
Michigan	Detroit	Chas. E. Chadsey	Fanny S. Fletcher	January, 1912	12
New Jersey	Jersey City	Henry Snyder	Clara M. Croff	December, 1911	9
New Jersey	Newark	A. B. Poland	Janet G. Paterson	November, 1910	11
New York	New York City	William H. Maxwell	S. Florence Warren, <i>Acting</i>	September, 1909	155
Ohio	Cincinnati	Randall J. Condon	Ida Gaddum	September, 1905	19
Ohio	Cleveland	J. M. H. Frederick	Robert B. Irwin	April, 1909	42
Wisconsin	Bloomington	Stella Goldberg	Daisy Roberts	September, 1913*	3
Wisconsin	Milwaukee	A. E. Kagel, <i>Acting</i>	Carrie B. Levy	November, 1907	51
Wisconsin	Racine	Burton E. Nelson	Catharine M. Light	February, 1909	10
Total enrollment 1912-1913					367

* This class has been discontinued during the current (1913-4) school year.

LIST OF PUPILS.

DECEMBER 1ST, 1913.

FROM PENNSYLVANIA.

BOYS.

Accession No.	Names	Received	Counties
2263	Baranoski, George S.....	1913	Berks.
2261	Beidel, George P.	1913	Philadelphia.
2049	Berninger, Percy E.	1906	Columbia.
2104	Bickel, Leroy A.	1907	Delaware.
2103	Bocella, Luigi	1907	Philadelphia.
2204	Bolden, Samuel	1911	Philadelphia.
2045	Boyle, Cornelius	1906	Philadelphia.
1903	Bradford, Allyn M.	1903	Philadelphia.
1936	Brown, Albert Edward	1903	Philadelphia.
2087	Burritt, Howard B.	1907	Philadelphia.
2111	Burth, John A.	1908	Dauphin.
2154	Carroll, Francis W.	1909	Montgomery.
2090	Chamberlain, George P.	1907	Montgomery.
2030	Connors, Clarence E.	1905	Susquehanna.
2085	Copeland, James Monroe.....	1912	Philadelphia.
2157	Cross, Wilfred M.	1909	Luzerne.
2195	Davis, John W.	1910	Lackawanna.
2214	Davis, William	1911	Montgomery.
2248	de Moll, Rupert B.	1912	Philadelphia.
1910	Diezel, Harold C.	1903	Philadelphia.
2057	Ditzler, Henry M.	1906	Montour.
2181	Doyle, John	1910	Philadelphia.
2238	Dutill, Samuel	1912	Montgomery.
2166	Elder, John Ross	1909	Montgomery.
2211	Evans, Haydn E.	1911	Lackawanna.
2167	Fellman, Harry	1909	Philadelphia.
2054	Finnegan, Joseph P.	1906	Philadelphia.
2267	Fry, John Monroe.....	1913	Northumberland
2120	Gantz, Charles G.	1908	Berks.
2270	Gavin, Martin Joseph.....	1913	Philadelphia.
2272	Gearhart, Kenneth C.....	1913	Clearfield.
2100	Graves, Francis S.	1907	Lackawanna.
2116	Hachenburg, George	1908	Philadelphia.
2268	Hadjehli, Joseph	1913	Philadelphia.
1922	Haggerty, Gerald	1903	Philadelphia.
2253	Harman, Lyle R.....	1913	Schuylkill.
2097	Hartman, Harry C.	1907	Franklin.
2244	Hearn, Harold V.	1912	Philadelphia.
1942	Henahan, Edward	1904	Luzerne.
2002	Hepler, John	1905	Luzerne.
2206	Hoffman, Norman H.	1911	Berks.
1849	Howard, Harold DeV.	1901	McKean.
2173	Huber, Alvin	1910	Lackawanna.
1983	Hummel, Raymond E.	1904	Schuylkill.
2131	Ireton, William H.	1908	Philadelphia.
2256	Jackson, J. Dallas.....	1913	Chester.
2262	Jigerjian, Garabed	1913	Northumberland
1891	Jones, Clarence	1903	Luzerne.
2251	Kechak, John	1913	Lackawanna.
2175	Kessler, Samuel	1910	Philadelphia.
2234	Krause, Michael	1912	Philadelphia.

Accession No.	Names	Received	Counties
2199	Lentz, Daniel H.	1911	Lebanon.
2252	Lichtenwalner, Arthur P.	1913	Lehigh.
2169	Livingston, James F.	1910	Philadelphia.
2243	Matchey, Wenzel	1912	Luzerne.
2125	McCann, Joseph	1908	Philadelphia.
1883	McLaughlin, Francis	1902	Philadelphia.
2164	Merkel, Herbert L. Y.	1909	Berks.
1892	Miller, E. Earle	1903	Lycoming.
2150	Miller, Ralph S.	1909	Philadelphia.
2223	Oakes, Theodore	1911	Luzerne.
1961	Odenath, Frank F.	1904	Philadelphia.
2148	Opie, Webster H.	1909	Philadelphia.
1925	Perry, Kenneth W.	1903	Luzerne.
2192	Rank, Carl J.	1910	Union.
2142	Riley, Harry	1909	Philadelphia.
2102	Robbins, Henry Griffith	1907	Northampton.
1999	Rodkey, Earl W.	1905	Dauphin.
2177	Saville, Carroll	1910	Chester.
2207	Schrey, Frederick A.	1911	Philadelphia.
2224	Silverberg, Mandel	1911	Philadelphia.
2282	Smith, Howard John.	1913	Lycoming.
2230	Sobel, Benjamin	1912	Philadelphia.
2242	Spencer, Raymond	1912	Philadelphia.
2255	Stuhlmüller, John	1913	Philadelphia.
2117	Sweeney, Edgar S.	1908	York.
2020	Swinburn, Lester E.	1905	Philadelphia.
2210	Taylor, William R.	1911	Philadelphia.
2056	Tinsley, William Sheridan	1906	Philadelphia.
2202	Torbert, Harold B.	1911	Lycoming.
2284	Wachhaus, Gustav	1913	Schuylkill.
2066	Ward, George Ernest	1906	Philadelphia.
2137	Webber, Russel O.	1909	Luzerne.
2015	Weidert, Bernard W.	1905	Elk.
2145	Weigel, Theodore L.	1909	Lycoming.
2194	Weiner, Abraham	1910	Philadelphia.
2275	Wert, Monroe	1913	Montgomery.
2124	Wheeland, Ralph H.	1908	Lycoming.
2258	Whitaker, William	1913	Philadelphia.
1958	Williams, Archibald	1904	Luzerne.
2147	Wolf, Amos C.	1909	Lebanon.
2216	Young, John W.	1911	Philadelphia.
2162	Young, Paul J.	1909	Philadelphia.

FROM OTHER STATES.

	Names	Received	States
2071	Briner, Edward C.	1906	New Jersey.
2213	Deason, Arnold	1911	Alabama.
1878	Ferdon, Alonzo W.	1902	New Jersey.
2276	Focer, Eugene H.	1913	New Jersey.
2139	Gales, Ernest A.	1909	New Jersey.
2006	Munis, Raymond	1905	Delaware.
2005	Pierce, Paul L.	1905	Delaware.
2109	Stults, Alfred D.	1908	New Jersey.
2236	Stults, Howard	1912	New Jersey.
2201	Tremple, Edward H.	1911	New Jersey.
2051	Willson, William S.	1906	New Jersey.
2191	Yingling, Harry M.	1910	Delaware.

GIRLS.

	Names	Received	Counties
2152	Allen, Margaret E. B.	1909	Philadelphia.
2000	Antonson, Dora R.	1905	McKean.
2222	Beaner, Maud K.	1911	Lancaster.
2250	Beckman, May C.	1912	Philadelphia.
1998	Biehl, Birdella R.	1905	Berks.
2093	Cascy, Rose	1907	Lackawanna.
2264	Cimino, Mary Rosy.....	1913	Northampton.
2067	Clendenning, Mary	1906	Delaware.
2254	Dangle, Elizabeth Oriella.....	1913	Lycoming.
2215	Darkes, Lily L.	1911	Lebanon.
2183	Drissel, Anna L.	1910	Philadelphia.
1982	Dunsmore, Catherine E.	1904	Delaware.
1997	Edwards, Alberta	1905	Lackawanna.
1897	Edwards, Elsie R.	1903	Philadelphia.
2266	Epstein, Violet May.....	1913	Lancaster.
2279	Eyerma, Irene	1913	Luzerne.
2259	Fabrio, Annie	1913	Lackawanna.
2274	Faulder, Martha Mary.....	1913	Schuylkill.
2138	Fox, Helen M.	1909	Berks.
2246	Fritchel, Viola M.	1912	Tioga.
2118	Galbraith, Jennie Mildred	1908	Montgomery.
2143	Gerhart, Marion C.	1909	Bucks.
2033	Grant, Pearl E.	1905	Northampton.
2229	Griffin, Meta	1912	Philadelphia.
2165	Gurtowska, Valieri	1909	Philadelphia.
2022	Guth, Emma	1905	Philadelphia.
2178	Hess, Louisa M.	1910	Philadelphia.
2078	Hinkel, Lillian M.	1907	Berks.
2186	Hoffman, Meda M.	1910	Berks.
1913	Horner, Gussie M.	1903	Philadelphia.
1948	Hüttner, Florence M.	1904	Philadelphia.
2044	Kelly, Genevieve	1906	Lackawanna.
2239	Keough, Annie C.	1912	Blair.
2237	Kerquasz, Annie	1912	Luzerne.
1979	Leib, Ruth D.	1904	Philadelphia.
1904	Locuson, Agnes S.	1903	Philadelphia.
2082	Mansfield, Nora I.	1907	Northampton.
2212	Mara, Rose	1911	Philadelphia.
2028	Mazicha, Veronica	1905	Luzerne.
2035	McClellan, Helen G.	1905	Lehigh.
2123	McDonald, Mary	1908	Schuylkill.
2220	Miller, Justina	1911	Philadelphia.
2203	Moeller, Gertrude R.	1911	Philadelphia.
1873	Morris, Edith H.	1902	Philadelphia.
1978	Moses, Venna Grace	1904	Clearfield.
2283	Moyer, Marietta	1913	Luzerne.
2174	Nedzinski, Elizabeth L.	1910	Schuylkill.
2062	Ochs, Anna M.	1906	Lackawanna.
1933	Pass, Grace E.	1903	Montgomery.
2227	Pauley, Eva May.....	1912	Lehigh.
2269	Pauley, Verna A.....	1913	Lehigh.
2017	Phillips, Stella	1905	Lackawanna.
2278	Pieczynski, Catherine	1913	Philadelphia.
2032	Prior, Gertrude C.	1905	Lancaster.
2277	Purnell, Hattie Viola.....	1913	Delaware.
2240	Putt, Lillie A.	1912	Berks.
1976	Reager, Edith E.	1904	Berks.
1989	Reichert, Olivia Y.	1904	Berks.
2094	Rex, Gertrude P.	1907	Schuylkill.
2007	Roddy, Mary Ida	1905	Philadelphia.

Accession No.	Names	Received	Counties
2168	Row, Grace M.	1910	Schuylkill.
2149	Rowen, Carrie	1909	Philadelphia.
2144	Rutherford, Irma	1909	Philadelphia.
1996	Saalfeld, Anna	1905	Philadelphia.
1944	Sabo, Lena	1904	Schuylkill.
2200	Saville, Catherine	1911	Chester.
2231	Saville, Margaret Mildred.....	1912	Chester.
2197	Schwent, Catharine M.	1911	Philadelphia.
2196	Searles, Jennie M.	1911	Philadelphia.
2004	Sears, Ida May	1905	Philadelphia.
2122	Sechler, Beatrice J.	1908	Lehigh.
1981	Smay, Lily	1904	Cambria.
2156	Smith, Helen I.	1909	Dauphin.
2208	Smith, Mabel	1911	Philadelphia.
2185	Staub, Rose H.	1910	Crawford.
2260	Stern, Ella May.....	1913	Chester.
2271	Stevenson, Myrtle E.....	1913	Northumberl'nd
2219	Tasch, Katherine	1912	Philadelphia.
2188	Telesco, Angelina	1910	Lackawanna.
1986	Trask, Mildred E.	1904	Potter.
2146	Turner, Ruth C.	1909	Philadelphia.
2205	Watts, Katharine Lenore	1911	Dauphin.
2014	Weidert, Ruth C.	1905	Elk.
2257	Whitaker, Virginia	1913	Philadelphia.
2198	Wilkey, Julia Pauline	1911	Lancaster.
1789	Winkel, Edith M.	1899	Schuylkill.

FROM OTHER STATES.

	Names	Received	States
2217	Burnett, Grace B.	1911	New Jersey.
2084	Burrows, Marion C.	1907	Delaware.
2141	Carey, Mildred	1909	Delaware.
2281	Dillett, Izetta	1913	New Jersey.
2127	Hyatt, Lavada	1908	New Jersey.
2009	Jones, Jeanette	1905	New Jersey.
2193	Kellert, Frances M.	1910	Quebec, Can.
2265	King, Maria B.....	1913	Delaware.
1965	Kulp, Bessie E.	1911	New Jersey.
2249	Linn, Willie Fay.....	1912	Tennessee.
2086	Lybrand, Christiana	1907	New Jersey.
2247	Mahan, Martha Lucile.....	1912	Alabama.
2221	Simmons, Ruth B.	1911	New Jersey.
2155	Welch, Catherine M.	1909	Delaware.

Total number of pupils in above list:

Boys	105
Girls	100
	<hr/> 205

AVERAGE AGE OF THE ABOVE PUPILS.

Boys	15 yrs. 7 mos.
Girls	14 yrs. 9 mos.

HOME INMATES.

Names	Admitted as pupils	Received into the Home	States
Boyer, Emma	1854	1863	Pennsylvania.
Gutzlaff, Fanny	1843	1851	China.
Gutzlaff, Jessie D.	1861	1869	China.

PROGRAM IN COMMEMORATION OF THE SEVENTY-FIFTH ANNIVERSARY OF THE BIRTH OF DAVID DUFFLE WOOD

GIVEN IN THE AUDITORIUM OF THE SCHOOL

Monday Evening, March 3rd, 1913

(Dr. Wood's birthday is March 2nd, but as this fell this year on Sunday, the program was rendered the following evening.)

An Organ Prelude*D. D. Wood*

* EDWARD HENAHAN

SONG—"Serenade"*D. D. Wood*

HAYDN EVANS

PIANO SOLO—"Scherzo"*D. D. Wood*

* MR. ROLLO F. MAITLAND

SONG—"A Slumber Song"*D. D. Wood*

LUCILE MAHAN

ANTHEM—"Behold I Show You a Mystery"*D. D. Wood*

BY THE SCHOOL

ADDRESS—"Reminiscences of Dr. Wood"

* MR. ADAM GEIBEL

Some of Dr. Wood's Life Convictions

BY TEN LITTLE GIRLS

Anna M. Ochs	Della Biehl	Catherine M. Dunsmore
Blanche Wood		Willie Fay Linn
Valeria Gurtowski	Louise Hess	Maud Beaner
Carrie Rowan		Mildred Carey

(NOTE—Material for the above was taken from the program of "A Memorial Service in Honor of David Duffle Wood, Doctor of Music," held at St. Stephen's Church, Wednesday, May 4th, 1910, 8 P.M., reprinted in 78th Annual Report, Appendix, p. vi.)

ANTHEM—"The Twilight Shadows Fall"*D. D. Wood*

BY THE SCHOOL

(* Present or former pupils thus marked were either members of Dr. Wood's chorus, or received individual instruction from him in piano or organ playing.)



A MIDSUMMER NIGHT'S DREAM

Final dance of Titania, Oberon, Puck and Fairies accompanied by the singing of Clowns in the background.

THE PLAY AND FAIRY SCENES
from
A MIDSUMMER NIGHT'S DREAM
WITH MENDELSSOHN'S MUSIC
For the Benefit of the
Chapin Memorial Home for Aged Blind
BY GIRLS FROM
THE OVERBROOK SCHOOL FOR THE BLIND
AT
SCOTTISH RITE HALL, S. W. Corner Broad and Race Streets
Thursday Evening, April 3, 1913

PROGRAM

OVERTURE.....*Mr. Rollo F. Maitland*

Scene—A wood near Athens.

Act I—Athenian workmen meet to arrange for a Play.
The Fairies appear.
Titania and Oberon dance with their respective trains.
Oberon and Titania quarrel.
Puck procures the magic flower for Oberon.

Act II—Dance of the Fairy Queen.
The Lullaby.
Oberon drops juice of flower in Titania's eyes.
The rehearsal for the Play.
Bottom's transformation.
The awakening of Titania.
Puck reports to Oberon.

NOCTURNE.....*Mr. Rollo F. Maitland*

Act III—Titania charms Bottom.
Oberon and Puck remove spells from Titania and Bottom.
Oberon and Titania dance together.
Bottom awakes.

Act IV—The presentation of the Play.
A dance of clowns.
Fairies enter to wedding march.
Dance by Oberon, Titania, Titania's Fairy and Puck.
Chorus.
Finale.

CHARACTERS

WORKMEN

Quince, a carpenter.....(Prologue)..... Edith Winkel
 Snug, a joiner.....(Lion).....Rose H. Staub
 Bottom, a weaver.....(Pyramus).....Christiana T. Lybrand
 Flute, a bellows-mender.....(Thisbe).....Edith H. Morris
 Snout, a tinker.....(Wall).....V. Grace Moses
 Starveling, a tailor.....(Moonshine).....Caroline Sabo

FAIRIES

Oberon, king of the fairies.....Veronica Mazicha
 Titania, queen of the fairies.....Bessie Kulp
 Puck, or Robin Goodfellow.....Mildred E. Trask
 Titania's FairyAgnes S. Locuson
 Peaseblossom.....Blanche H. Wood
 Cobweb.....Louisa M. Hess
 Moth.....Ruth Turner
 Mustardseed.....Anna M. Ochs

OTHER FAIRIES

Alberta Edwards	Marion C. Gerhart
Ida M. Sears	Valeria Gurtowska
Katherine E. Dunsmore	Catherine Saville
Willie Fay Linn	Elizabeth L. Nedzinski
Birdella Biehl	Gertrude E. Simpson
Marion C. Burrows	Ada A. Kaiser
Mary I. Roddy	Carrie Rowen
Maud K. Beaner	Irma Rutherford

CLOWNS

Ruth B. Simmons	Rose H. Staub
Mabel L. Hine	Stella Phillips
Lillian M. Hinkel	Olivia Y. Reichert
Ruth Leib	Pearl E. Grant
Anna Saalfeld	Gussie M. Horner
K. Lenore Watts	Margaret McGuirk
Margaret E. B. Allen	Edith R. Reager
Edith Winkel	Mabel Leonard
Christiana T. Lybrand	Jennie M. Searles

Soloists—MISS RUTH M. BUCK, MISS VIRGINIA CARTEE

Accompanist—MISS M. LUCILE MAHAN

TWENTY-SECOND ANNUAL CONCERT

Given by Pupils of the
PENNSYLVANIA SCHOOL FOR THE BLIND

Assisted by

MISS VIRGINIA CARTEE, *Soprano*

MRS. RUSSELL KING MILLER, *Contralto*

MR. NELSON A. CHESNUTT, *Tenor*

MR. GEORGE RUSSELL STRAUSS, *Bass*

And Members of

THE PHILADELPHIA ORCHESTRA

Under the Direction of

MR. RUSSELL KING MILLER

AT HORTICULTURAL HALL, PHILADELPHIA

Tuesday Evening, April 15th, 1913

PROGRAM

- Finale to the First Act of the unfinished Opera "Loreley,"
F. Mendelssohn-Bartholdy
- Scene from "Samson and Delilah".....*C. Saint-Saëns*
MRS. MILLER and MR. STRAUSS
- The Water Nymph (for female voices).....*Anton Rubinstein*
- Gypsy Life.....*Robert Schumann*
- Lovely Rosabelle.....*George W. Chadwick*
- A Wanderer's Psalm.....*Horatio Parker*

ATHLETIC CONTEST

between

Senior Athletic Association and Junior Athletic Association

BOYS' SCHOOL

Tuesday, May 13th, 1913, at 3 P. M.

EVENTS

S—Senior.

J—Junior.

1. Fifty-yard dash

Won by JAMES M. COPELAND—J. } Tied. Time, 6 1-5 sec.
HAROLD C. DIEZEL—S. }

Second, WILFRED M. CROSS—S. Time, 6 2-5 sec.

2. Seventy-five yard dash

Won by JAMES M. COPELAND—J. Time, 9 sec.

Second, HAROLD C. DIEZEL—S. Time, 9 1-5 sec.

Third, WILFRED M. CROSS—S. Time, 9 2-5 sec.

3. Standing broad jump

Won by JAMES M. COPELAND—J. Distance, 9 ft.

Second, WILFRED M. CROSS—S. Distance, 8 ft. 8 in.

Third, EDWARD HENAHAN—S. Distance, 8 ft. 7½ in.

4. Three standing jumps

Won by JAMES M. COPELAND—J. Distance, 26 ft. 2 in.

Second, WILFRED M. CROSS—S. Distance, 25 ft. 1½ in.

Third, EDWARD HENAHAN—S. Distance, 25 ft. ½ in.

5. Standing high jump

Won by WILFRED M. CROSS—S. } Tied. Height, 3 ft. 11 in.
EDWARD HENAHAN—S. }

Second, JAMES M. COPELAND—J. } Tied. Height, 3 ft. 9 in.
FRANCIS G. GRAVES—J. }

6. Shot put (12 pounds)

Won by HAYDN E. EVANS—S. Distance, 33 ft. 7 in.

Second, HAROLD C. DIEZEL—S. Distance, 28 ft. 9 in.

Third, HARRY C. HARTMAN—J. Distance, 27 ft.

Final score:

Senior Athletic Association..... 33 points

Junior Athletic Association..... 21 points

Highest individual score—JAMES M. COPELAND, 19½ points.

Winner of the Judge Martin Cup for the year 1913—JAMES M. COPELAND.

THIRTEENTH ANNUAL ENTERTAINMENT

OF THE

Young Singers' Glee Club

IN THE AUDITORIUM OF THE SCHOOL

Tuesday Evening, June 3rd, 1913

PROGRAM

I.

1. GLEES—*a.* Hail, Smiling Morn *Spoforth*
b. The Alphabet *Mozart*
2. RECITATION—A Newsboy in Church
HARRY DITZLER
3. SOLO—The Sweetest Flower that Grows..... *Edward Henahan*
HAYDN EVANS
4. GLEE—The Band *White*
5. PART-SONG—The Keys of Heaven..... *Button*
Tenors and Basses
6. PART-SONG—Dinah Doe *Molloy*
Sopranos and Altos
7. SOLO—Out on the Deep..... *Loehr*
WILLIAM STEVENSON
8. CHORUS—Bridal Chorus (The Rose Maiden)..... *Cowen*
9. RECITATION—Here She Goes and There She Goes
HARRY HARTMAN
10. SOLO—The Trumpeter *Dix*
EDWARD HENAHAN
11. PART-SONG—The Owl and the Pussy Cat..... *DeKoven*
Tenors and Basses

II.

1. SCENE—The District School at Heckertown
Characters—School Board: EDWARD HENAHAN, *Chairman*
HAYDN EVANS, JAMES LIVINGSTON
Teacher, WILLIAM STEVENSON

PUPILS

- | | | | |
|---------------------|-----------------|---------------------|-----------------|
| Samuel Snooks.... | Francis Graves | Samantha Piper..... | John Hepler |
| David Snobs..... | Kenneth Perry | Obadiah Buzzard.. | Arnold Deason |
| Dorcas Doolittle.. | Herbert Merkel | Hans Holzkuff.. | Bernard Weidert |
| Sallie Brown..... | Harold Hearn | Casper Ketchum.... | Harry Ditzler |
| Susan Crawfoot, | | Daisy Snooks... | Abraham Weiner |
| George Hachenburg | | Hezekiah Jones.. | Ralph Wheeland |
| Jeremiah Jenkins. | Joseph McCann | Stephen Tucker, | |
| Uriah Billings.... | Allyn Bradford | Archibald Williams | |
| Robert O. Lee..... | Earl Rodkey | Sim Dipsey..... | John Davis |
| William Crawfoot, | | Russell Smith... | Monroe Copeland |
| Wenzel Matchey | | Antonio Mosquito... | Louis Bocella |
| Darby Dickson.... | Francis Carroll | Ebenezer Fletcher. | Harry Hartman |
| Christopher Brown.. | Fred Barnett | John Dull..... | Paul Pierce |
2. FINALE—Done Is Now Our Merry Day (Toy Symphony).... *Haydn*

By Pupils in Piano Study
AT THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK
Friday Evening, June 6th, 1913

1. Scherzo	Chopin
FRANK ODENATH	
2. Happy and Gay.....	Bohm
GENEVIEVE KELLY	
3. a. Danse Hongroise	Bohm
b. Bagatelle.....	Ph. Scharwenka
GEORGE HACHENBURG	
4. To My Star.....	Bohm
STELLA PHILLIPS	
5. QUARTET—March	Hollaender
ADA KAISER	BESSIE KULP
CHRISTIANA LYBRAND	LUCILE MAHAN
6. Liebestraum	Liszt
JOSEPH FINNEGAN	
7. Murmuring Spring	Bohm
FLORENCE HÜTTNER	
8. ORGAN—Finale from the First Sonata.....	Guilmant
EDWARD HENAHAN	
9. Sonata, Op. 31, No. 3 (First Movement).....	Beethoven
EDITH H. MORRIS	
10. DUET—Under the Mistletoe.....	Engelmann
GENEVIEVE KELLY	MARY RODDY
11. a. Romance sans Paroles	Saint-Saëns
b. Impromptu	Reinhold
ROSE STAUB	
12. DUET—Wood Nymphs	Martin
MARION BURROWS	MILDRED TRASK
13. Etincelles	Moszkowsky
HARRY HARTMAN	
14. Papillons	Grieg
BESSIE KULP	
15. Rigoletto Paraphrase	Liszt
ARNOLD DEASON	
16. DUET—Etude	Pirani
EDITH H. MORRIS	ROSE STAUB

SONG RECITAL

BY PUPILS OF
MADAME EMMA SUELKE-SHAW
AT THE SCHOOL FOR THE BLIND
OVERBROOK
June 9, 1913

Miss CLARA V. HAINES at the Piano

PROGRAM

1. SEMI-CHORUS—Come, Sweet Morning.....*Arr. by A. L.*
2. SONG—Norse Lullaby*De Koven*
ROSE STAUB
3. SONGS—*a.* At Dawning*Cadman*
b. Drink to Me Only with Thine Eyes.....*Old English*
HAYDN EVANS
4. SONGS—*a.* My Lady Chloe*Clough-Leigher*
b. In a Garden.....*Hawley*
EDITH WINKEL
5. DUET—Two Wanderers*Abt*
EDITH MORRIS ROSE STAUB
6. SONG—One Spring Morning*Nevin*
ADA KAISER
7. DUET—Madrigal in May*Newton*
GRACE MOSES NORA MANSFIELD
8. SONG—Pastoral*Veracini*
EDITH MORRIS
9. DUET—My Heart Greet the Morn.....*Thomas*
LUCILE MAHAN STELLA PHILLIPS
10. SONGS—*a.* Invictus*Huhn*
b. Rolling Down to Rio.....*German*
WILLIAM STEVENSON
11. SONG—Dost Thou Know (Mignon).....*Thomas*
STELLA PHILLIPS
12. SONG—Hybrias, the Cretan.....*Elliott*
EDWARD HENAHAN
13. SONG—My Heart at the Sweet Voice.....*Saint-Saëns*
LUCILE MAHAN
14. SEMI-CHORUS—Persian Serenade*Matthews*

DECLAMATION CONTEST

BY MEMBERS OF THE BOYS' SCHOOL

AT THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

Friday Evening, June 13th, 1913

PROGRAM

The Duelists' Victory *Lanergan*
HARRY C. HARTMAN

The First Settler's Story *Carleton*
HAROLD C. DIEZEL

Our Whippings *Field*
FRANCIS S. GRAVES

The Bell of Zanora.....Rose
GERALD HAGGERTY

Father's Letter*Field*
CORNELIUS BOYLE

Sunday Fishin' *Anon.*
WILFRED M. CROSS

A Ter'ble 'Sperience*Rev. Plato Johnson*
EARL W. RODKEY

Shipwrecked *Coppee*
FRANCIS McLAUGHLIN

The Dream of Eugene Aram *Hood*
PAUL L. PIERCE

JUDGES

MR. R. M. LITTLE MISS M. HELEN MONTGOMERY
MR. T. WILSON HEDLEY

PRIZES AWARDED

First: WILFRED M. CROSS
Second: HAROLD C. DIEZEL
Honorable Mention: EARL W. RODKEY
CORNELIUS BOYLE

GRADUATION EXERCISES OF THE 81ST YEAR

Wednesday Morning, June 18th, 1913

PROGRAM

ORGAN PRELUDE—Cantilene Pastorale*Guilmant*
ARNOLD DEASON

ESSAY—Woman Suffrage
LILY BLANCHE SMAY

PIANO SOLO—Valse Brillante*Moszkowski*
FRANK F. ODENATH

PAPER—Four Years' Experience at College
JOHN S. HEYSE, Class of 1908
University of Pennsylvania, Class of 1913
Read by WILLIAM STEVENSON,* Class of 1911

PAPER—Two Years at Neff College
MARGARET MCGUIRK, Class of 1909
Neff College of Oratory, Class of 1913

SEMI-CHORUS (Female Voices)—Persian Serenade.....*Matthews*

PAPER—How to Facilitate Higher Education for the Blind
LEONARD C. RAMBLER, Class of 1905
University of Pennsylvania, Class of 1913
Read by EDWIN P. BUTZ,* Class of 1912

PAPER—The Course of Manual Training in our Girls' School
EDITH M. WINKEL, Class of 1911

CHORUS—Gipsy Life*Schumann*
SELECTED CHORUS

PRESENTATION OF DIPLOMAS AND AWARD OF PRIZES
By JOHN CADWALADER, ESQ., President of the Board of Managers

ALUMNAE SONG—Alma Mater
Words by AMY K. HALFPENNY, Class of 1904
Music by SOPHIE JOSEPHINE GRABOWSKI, Class of 1908
THE ALUMNAE

Auld Lang Syne
THE SCHOOL

* The writer of this paper was unable to read it himself, owing to the fact that he was receiving his degree at the University of Pennsylvania at the hour at which our Graduation Exercises were held.

*Graduates of the Class of 1913, with Titles of
Graduation Essays:**

ADA A. KAISER.....The Manchu Period of China
LILY BLANCHE SMAY.....Woman Suffrage

Class Motto:
Aim at a Lofty Mark

Class Colors:
Red and White

Pupils receiving the Diploma in Piano Tuning:

HUMBERT JOSEPH CATTO, Class of 1911
JOSEPH PAUL FINNEGAN, Class of 1911
JOHN SETH HEYSE, Class of 1908
WILLIAM STEVENSON, Class of 1911

*Graduating Pupil receiving the J. Francis Fisher
Prize for Scholarship:**
LILY BLANCHE SMAY

*Pupil receiving the J. B. Hammond Special Prize—
A Typewriter to the Successful Pupil in the Annual Contest
in Typewriting:*
VERONICA MAZICHA

*Pupils receiving the Harrison Prize for Patience, Assiduity
and Sustained Effort in the Industrial Department:*
VERONICA MAZICHA LEWIS HAYES

* Because of the addition of a ninth year to the course of study, the only graduates were the girls who very nearly met in June, 1912, the requirements for graduation. As no boy graduated, the J. Francis Fisher Prize for Scholarship was not awarded in the boys' school this year.



OUR LITTLE FOLKS AT PLAY

LIST OF PUBLICATIONS IN AMERICAN BRAILLE.*

(Stereotyped by various schools and societies from February 1, 1913, to February 1, 1914. List of publications previous to February 1, 1913, will be mailed upon application.)

Explanation of Abbreviations and Signs.

Letters indicate the schools and societies by which the books have been embossed:

- "A"—American Printing House for the Blind, Louisville, Ky.
- "B"—Perkins Institution and Massachusetts School for the Blind, Watertown, Mass.
- "C"—Public School Classes, Chicago, Ill. John B. Curtis, Supervisor.
- "Cl"—Public School Classes, Cleveland, Ohio. Robert B. Irwin, Supervisor.
- "G"—School for the Blind, Gary, South Dakota.
- "J"—School for the Blind, Jacksonville, Ill.
- "L"—School for the Blind, Lansing, Mich.
- "M"—Public School Classes, Milwaukee, Wis. Miss Carrie B. Levy, Instructor.
- "N. Y."—Public School Classes, New York City, N. Y. Miss S. Florence Warren, acting for Inspector of Classes for the Blind.
- "O"—Pennsylvania Institution for the Instruction of the Blind, Overbrook, Pa.
- "P"—Western Pennsylvania Institution for the Blind, Pittsburgh, Pa.
- "R"—Public School Classes, Racine, Wis. Miss Catharine M. Light, Instructor.
- "S"—School for the Blind, St. Louis, Mo.
- "X"—Xavier Braille Publication Society for the Blind, Chicago, Ill.

SERIES OF CLASSICS EMBOSSED, AND PUBLISHERS.

- "E. E. C." Eclectic English Classics—American Book Co.
- "R. L. S." Riverside Literature Series—Houghton, Mifflin & Co.
- "C. for C." Classics for Children—Ginn & Co.
- "S. E. C." Standard English Classics—Ginn & Co.
- "H. C. R." Historic Classic Readings—Effingham, Maynard & Co.

Three sizes of plates are in common use: "L", large ($12\frac{1}{2} \times 9\frac{1}{2}$ in.); "M", medium ($10\frac{1}{2} \times 8\frac{3}{4}$ in.); and "S", small ($9\frac{1}{2} \times 5\frac{3}{4}$ in.)

Figures indicate the number of volumes; "p" pamphlet; "ps" pamphlets; "l" leaflet. A volume contains over 40 pages; a pamphlet not less than 15 or more than 40 pages; a leaflet less than 15 pages.

Books marked thus (*) are printed with contractions; books marked thus (‡) are printed with and without contractions; all others are printed with full spelling. Books marked thus (°) are interpointed.

The plates of all books marked thus (†) are at the American Printing House for the Blind, Louisville, Ky., whence books are obtainable. Plates of all books not so marked are retained by the schools and societies by which they were embossed.

NOTES.—The information concerning the titles in this list was supplied by the organizations that have embossed the various books. It has been secured only with considerable labor and correspondence. It is not probable that all the information is entirely correct; as errors are discovered we shall appreciate it if they are called to our attention.

BRAILLE MUSIC.—We do not emboss music, which is embossed in considerable quantities at Watertown and Jacksonville. For information, address Director Edward E. Allen, Perkins Institution and Massachusetts School for the Blind, Watertown, Mass., and Supt. Robert W. Woolston, Illinois School for the Blind, Jacksonville, Ill.

* Between 1895 and 1909 the complete list of titles in American Braille appeared in each annual report. Since 1909 there have been included in the annual report only the titles of those books and pamphlets that have been embossed during the current year.

Religion and Ethics		Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
*Bagshane, D.D., Very Rev., J.B.	The treasure of the church	X	1914	L	229	2
*Bible.	American standard revision					
From plates stereotyped with standard contractions at the Missouri School for the Blind, St. Louis, Mo., with permission of Thomas Nelson & Sons. Address the American Bible Society, Bible House, Astor Place, New York, N. Y.						
Old Testament: Complete in 14 vols., pp. 2529.						
Contents:						
Vol. I. Genesis.						
Vol. II. Exodus and Leviticus.						
Vol. III. Numbers and Deuteronomy.						
Vol. IV. Joshua, Judges and Ruth.						
Vol. V. I and II Samuel.						
Vol. VI. I and II Kings.						
Vol. VII. I and II Chronicles.						
Vol. VIII. Ezra, Nehemiah, Esther and Job.						
Vol. IX. Psalms.						
Vol. X. Proverbs, Ecclesiastes, and Song of Solomon.						
Vol. XI. Isaiah.						
Vol. XII. Jeremiah.						
Vol. XIII. Lamentations and Ezekiel.						
Vol. XIV. Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zachariah, and Malachi.						
Price \$8.40 net f. o. b. New York. Transportation east of the Mississippi River by freight much cheaper than by mail: or 60c. per volume; postage, 74c. additional per volume.						
New Testament: Complete in 5 volumes, pp. 720.						
Contents:						
Vol. I. Matthew and Mark.						
Vol. II. Luke and John.						
Vol. III. Acts and Romans.						
Vol. IV. I and II Corinthians, Galatians, Ephesians, Philippians, Colossians, I and II Thessalonians, I and II Timothy, and Titus.						
Vol. V. Philemon, Hebrews, James, I and II Peter, I, II and III John, Jude and Revelation.						
Price per set \$3.00 net f. o. b. New York, covering but a fraction of the cost of publication. Transportation east of the Mississippi by freight less than \$1.00 additional. If separate volumes are desired, 60c. each. If it is preferred that they be sent by mail, add 48c. per volume. The four gospels will be furnished in four volumes for \$1.80, 45c. per volume postage.						
Burnand, F.C.	Happy thoughts (in press)	B	1914	M	66	1

NOTE: These plates were completed in time to enable us to include the information about them in the list of last year—Supplement No. III: it is repeated this year that we may aid in giving publicity to the fact that the Bible complete is available in American Braille for those who prefer this type.

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
*Conway, Bertram L. The question-box answers...	X	1914	L	391	3
*The new testament, Vol. I and II. Catholic Edition	X	1914	L	254	2
*Vandeur, S.S., O.S.B., Very Rev. Eugene. The Holy Mass properly explained	X	1914	L	137	1
†White, Mrs. E.G. Steps to Christ.....	A	1914	L	147	1
Sociology					
Larzelere, Claude S. Civil government of Michigan.	L	1914			1
Education					
Belding, A.G. Commercial correspondence. American Book Co., 1905.....	B	1914	M	229	4
Hutchinson, Woods. The body republic and its defences. Houghton, Mifflin & Co., 1905.....	B	1914	M	67	1
†Lynch, Major Charles. First aid. American Red Cross. Abridged text book. P. Blakiston's Sons & Co., 1911.....	O	1914	L	169	1
*Lyons, J.A. "Lyons" commercial law. Powers & Lyons, 1901 (in press).....	J	1914	M	400 (Est.)	5
Mosher, E.M. Health and happiness for girls. Funk & Wagnalls, 1912 (in press).....	B	1914	M		2
Richards, Mrs. E.H. The chemistry of cooking and cleaning. Whitcomb & Barrows, 1913.....	B	1914	M	172	3
Salsbury, Albert. Phonology and Orthography.....	L	1914			
Williams, H.S. Alcohol: how it effects the individual and the community. Century Co., 1909..	B	1914	M	60	1
Language (including readers)					
<i>English</i>					
Exercises in English grammar and literary interpretation. Henry C. Muckley, 1910.....	N. Y.	1914	M	202	3
Heath readers. Fourth reader. D. C. Heath & Co., 1903 (in press).....	N. Y.	1914	M	113	
Jones, L.H. Jones readers, Book 5. Ginn & Co., 1904	Cl.	1914	M	348	5
———— Jones readers, Book 6. Ginn & Co., 1904	Cl.	1914	M	365	5
———— Jones readers, Book 7. Ginn & Co., 1904	Cl.	1914	M	369	5
———— Jones readers, Book 8. Ginn & Co., 1904	Cl.	1914	M	409	6
Maxwell, Wm. H. First book in English. American Book Co., 1894.....	N. Y.	1914	M	277	6
Scott and Southworth. Lessons in English, Book 2. Scott & Southworth, 1906 (in press).....	Cl.	1914	M		
Spaulding, Frank E., and Bryce, Catherine T. The Aldine readers—a third reader (in press).....	N. Y.	1914	M	204 (to date)	
<i>German</i>					
†Eichendorff, Joseph Freih. von. Aus dem Leben eines Taugenichts. Ed. with notes and vocabulary by Carl Osthaus, A.M. D. C. Heath & Co., 1892 (in press).....	O	1914	L		
Hüllern, Wilhelmine von. Höher als die Kirche. Ed. by F. A. Dauer. Am. Book Co., 1895.....	N. Y.	1914	M	114	1
Mezger, Robert, and Mueller, Wilhelm. Kreuz und Quer durch Deutsche Lande. Ginn & Co., 1911 (in press)	N. Y.	1914	M	137 (to date)	

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
†Schiller, Friedrich. Maria Stuart. Ed. with notes and vocabulary by Lewis A. Rhoades, Ph.D. D. C. Heath & Co., 1894.....	O	1914	L	361	3
Riehl, W.H. Das Spielmannskind und der stumme Ratsherr. Ed. with notes and vocabulary by George M. Priest, A.M. (in press).....	N. Y.	1914	M	84	
<i>Latin</i>					
D'Ooge, Ph.D., Benjamin L. Latin for beginners. Ginn & Co., 1911.....	N. Y.	1914	M	84	
†Livy. Selections. Contents: Introduction, Latin preface and text with notes. Book I—Chap. 1. Book XXI—Chaps. 1-4; 27-30; 34-37. Book XXII—Chaps. 3-7; 44-50. Book XXIV—Chaps. 33, 34. Book XXV—Chap. 31. Book XXVI—Chaps. 9-14. Book XXVII—Chaps. 43-51. Book XXX—Chaps. 19; 29-31; 37. Book XXXIII—Chaps. 32, 33.	O	1914	L	214	2
<i>French</i>					
†Labiche, Eugène and Martin, Edouard. La Poudre aux Yeux	O	1913	S	150	1
<i>Mathematics</i>					
<i>Algebra</i>					
Hawkes, Luby Touton. First course in algebra. Ginn & Co., 1910 (in press).....	N. Y.	1914	M	452 (to date)	
<i>Trigonometry</i>					
Wentworth, G.A. Plane trigonometry. Ginn & Co., 1902 (in press).....	N. Y.	1914	M	112 (to date)	
<i>Literature and Rhetoric</i>					
Babcock, M.D. The joy of work; with The success of defeat. Flemming H. Revell & Co., 1907 (in press)	B	1914	M		1
Grahame, Kenneth. The golden age. John Lane Co., 1900	B	1914	M	162	3
Grayson, David. Adventures in contentment. Doubleday, Page & Co., 1911.....	B	1914	M	53	1
——— Adventures in friendship. Doubleday, Page & Co., 1911.....	B	1914	M	67	1
†Selections for class study and declamation: Stubby's bouquet and other pieces (in press).....	O	1913	S		1
<i>Contents:</i>					
Stubby's bouquet. Mrs. Abner W. Lowell.					
The story the doctor told. Harrydele Hallmark.					
A ter'ble 'sperience. Rev. Plato Johnson.					
The duelist's victory. George T. Lanergan.					
The bell of Zanora. W.R. Rose.					
The first settler's story. Will Carleton.					
Shipwrecked. François Coppee.					
A legend of Bregenz. Adelaide E. Procter.					
That fire at the Nolans'. George M. Baker.					
Sunday fishin'.					
Father's letter. Eugene Field.					
Our whippings. Eugene Field.					

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
†Famous ghosts and other pieces.....	O	1913	S	162	2
<i>Contents:</i>					
Famous ghosts. Carolyn Wells.					
The capture of Major André. Chauncey M. Depew.					
Franz. Wells T. Hawks.					
Mr. Brown has his hair cut. Anonymous.					
The battle of Shrewsbury. Elbridge S. Brooks.					
The toboggan slide.					
Judy O'Shea sees Hamlet. Lynn Boyd Porter.					
From the valley of the shadder. Carrie Blake Morgan.					
Mary Alice Smith. James Whitcomb Riley.					
Through fire and water. Joseph C. Lincoln.					
A sisterly scheme. H. C. Bunner.					
Fiction					
Andrews, M.R.S. The majesty of the law; with The counsel assigned. Harper's magazine, 1904 (in press)	B	1914	M		
Benson, Robert Hugh. The king's achievement.....	X	1914	L	419	3
Bosher, K.L. The man in Lonely Land.....	Cl.	1914	M	184	3
Burnett, F.H. The dawn of a tomorrow.....	Cl.	1914	M	98	2
Crawford, F. Marion. Marzio's crucifix.....	X	1914	L	156	1
Gerry, Margarita Spalding. The toy shop; with The burgomaster's Christmas by Jacob Riis....	P	1914	M	58	1
Laughlin, C.E. Everybody's lonesome.....	Cl.	1914	M	79	1
Pyle, Howard. Men of iron.....	B	1914	M	296	5
Richards, Laura E. The wooing of Calvin Parks..	O	1913	L	166	1
Riis, Jacob. The burgomaster's Christmas; with The toy shop by Margarita Spalding Gerry...	P	1914	M	58	1
† Thackeray, William Makepeace. Vanity fair (in press)	A	1914	L	767	5
Poetry					
Favorite poems by favorite authors	P	1914	M	76	1
Homer. The Odyssey of Homer. (Translated by S. H. Butcher and A. Lang.) The Macmillan Co., 1905 (in press).....	N. Y.	1914	M	129	(to date)
History					
* Lawler, Thomas Bonaventure. Essentials of Ameri- can History. Ginn & Co., 1902.....	X	1913	L	296	2
Geography and Description.					
† Dodge, Richard Elwood. Dodge's advanced geog- raphy. Rand, McNally & Co., 1908. Revised 1911	A	1914	L	760	6
Maps.					
Africa—Geographical and political.					
Greece—In time of Pericles. (Historical reference.)					
Middle Atlantic States, including Ohio. (Historical reference.)					
New England States and portion of Canada. (Historical reference.)					
South Atlantic States. (Historical refer- ence.)					
Tennessee. (Historical reference.)					
War map of Mexico, November, 1913.					

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
Individual Biography					
<i>Antin, Mary.</i> The promised land. Houghton, Mifflin & Co., 1912.....	B	1914	M	475	8
<i>Garrison, W.L. Garrison, W.P., and Garrison, F.J.</i> W.L. Garrison. Houghton, Mifflin & Co., 1905.	B	1914	M	53	1
† <i>MacDowell, Edward. Gilman, Lawrence.</i> Edward MacDowell. John Lane Co., London, 1908....	A	1914	L	203	2
<i>Phillips, Wendell. Higginson, T.W.</i> Wendell Phillips. Houghton, Mifflin & Co., 1900.....	B	1914	M	69	1
† <i>Rossini. W. Axmine Bevan.</i> Rossini. George Bell & Son. London, 1904.....	A	1914	L	99	1
<i>Thackeray, Wm. Makepeace. Smith, G.W.</i> Wm. Makepeace Thackeray. Whitcomb & Barrows, 1913	B	1914	M	172	3

AMERICAN BRAILLE.

To write on a Braille tablet begin at the right; to read, reverse the sheet and begin at the left. In either case the six points $\begin{pmatrix} \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot \end{pmatrix}$ of which the characters are formed, are numbered from the top, 1, 2, 3, for the first vertical row, and 4, 5, 6, for the second.

ALPHABET.

a	b	c	d	e	f	g	h	i	j	k	l	m
$\begin{smallmatrix} \cdot \\ \cdot & \cdot \\ \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$
n	o	p	q	r	s	t	u	v	w	x	y	z
$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$

To capitalize a letter prefix to it points 3 and 6 $\begin{pmatrix} \cdot & \cdot \\ \cdot & \cdot \end{pmatrix}$.

MARKS OF PUNCTUATION.

,	;	:	.	?	!	—	()	'	-
$\begin{smallmatrix} \cdot \\ \cdot & \cdot \\ \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$
“	”	‘	’							
$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$							

The apostrophe is point 4. The other marks, except the exclamation, are formed of points 2, 3, 5 and 6.

When two or more initial letters requiring the capital sign occur together, the space which separates words may be omitted; the period which follows the first letter then becomes also the prefix, or capital sign, for the next; thus, $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ F. R. S.

NUMERALS.

When alone or in combination the following letters, if prefixed by the numeral sign $\begin{pmatrix} \cdot & \cdot \\ \cdot & \cdot \end{pmatrix}$, become numbers.

1	2	3	4	5	6	7	8	9	0
$\begin{smallmatrix} \cdot \\ \cdot & \cdot \\ \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$
1	46	235							
$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$							

INITIAL LETTERS USED AS WORD SIGNS.

but could down from great have just know like my
not quite right should the under very will you

When the above words are parts of other words the initial letter must not be used as a representative; *e.g.* $\begin{smallmatrix} \bullet \\ \bullet \\ \bullet \end{smallmatrix}$ when standing alone represents "know," but "knowledge" should be written

OTHER CHARACTERS USED AS WORD AND PART WORD SIGNS.

an and ar ch 'ed en er for in ing
is of on or ou ow st th or tion wh or
that which

The following characters, with one exception, are formed of points 2, 3, 5, 6. When separated from words by the omission of a cell, they are word signs, as follows:

had their to was with would

•• •• • •• •• ••

• •• • •• •• ••

The letter x $\begin{pmatrix} \cdot \\ \cdot \\ \cdot \\ \cdot \end{pmatrix}$ when standing alone is used as an asterisk.

The letter d followed by a period $\ddot{\cdot}$ is used as the dollar sign and should be immediately followed by the numeral sign; thus—

\$23.75

An italicized word is indicated by the prefix of point 6 (*.*).

Lines of poetry are separated by the omission of three cells.

The capital sign preceding a contraction capitalizes only the first letter of the contraction.

The ordinary rules of grammar should be closely followed; hence correct syllabication must be observed, and a monosyllable should never be divided.

Strict conformity to general grammatical laws and the special rules preceding, are essential to a correct use of the American Braille, and the use of signs in any other way than that hereby authorized is as inelegant and incorrect as similar changes in ordinary writing.

EXAMPLE OF WRITING WITH CONTRACTIONS.

The y had ch o s en their w or k : on e was an ar t i st ; an o th er
 e x c e l l ed in m u s i c ; and the y ou n g e st was er r and b o y
 for W . A . H o l t & C o . , 9 D a y St . , wh er e h e
 e ar n ed \$ 4 . 5 0 p er w e e k . Not quite s o g i f t ed
 a s h is b r o th er s , h e p o s s e s s ed , like th e m , a
 s a v o i r f a i r e which m a d e h i m a g reat f a v o r i t e
 with a l l . H e cou ld t u r n h is h and to an y th ing and h is
 e m p l o y er s wou ld l i s t en to n o s u g g e s t i o n of h is
 l e a v i n g but p r o m i s ed s p e e d y p r o m o t i o n .

BRAILLE MUSIC ALPHABET.

	C	D	E	F	G	A	B
Wholes or 16ths,							
Halves or 32ds,							
Quarters or 64ths,							
Eighths or 128ths,							
	1	2	3	4	5	6	7
Octave signs,							
	1	2	3	4	5		
Fingering signs,							
Rests,							
Accidentals,							
	2d	3d	4th	5th	6th	7th	8th
Intervals,							
slur	in accord with	turn	grace note	trill			
repeat	staccato	dot	double dot				
double bar	double bar with repeat	pause	right hand m.	right hand d.	left hand m.	left hand g.	

Expression marks are represented by the abbreviations ordinarily used in music for the seeing. Characters standing for letters must be preceded by the word sign ().

Provision is made in Braille for the special signs which occur in music written for violin, guitar, organ, voice, etc. For further information, consult the pamphlet published by the British and Foreign Blind Association, 33 Cambridge Square, Hyde Park, London.

MATHEMATICAL BRAILLE NOTATION.

5 • +	• • ()	• • ±	• • : (ratio.)
2 • • 5 −	• • { }	• • ∓	• • /
4 • ×	• • * []	• 1 fraction.	• • index.
6 •	• • √	6 •	
2 • • 5 3 • • 6 ÷	• •	• • >	• • %.
2 • • 5 2 • • 5 =	• 2 exponent.	• • <	• • (when alone) varies as.
4 •	• • prime,	• • factorial.	• • (when alone) infinity.
• 3 over	• 3 sub-literal.		

The underlying principles of this notation are broad, and permit infinite combinations of the signs. By means of it the formulas of trigonometry, analytics, and calculus are easily and clearly written.

One fact must always be kept in mind in writing and reading this notation, i. e., that an active sign, as radical, exponent, factorial, index, over, or fraction, continues its activity or meaning until stopped naturally or artificially; naturally, at the end of a quantity or expression, when not followed by another quantity; artificially, by a period, and the ending root sign. This will be clearly understood from a careful study of the rules and examples.

In writing mixed numbers in arithmetic, the fraction sign is omitted, a comma separating the integer from the fraction; *e. g.*, $6\frac{1}{2}$.

One numeral sign at the beginning of a mixed number or a fraction is sufficient. But in algebra the numeral sign must precede each number; *e. g.*, $6\frac{1}{2}$.

RULES.

I. The exponent sign $\left(\begin{smallmatrix} 2 \bullet \\ \bullet 6 \end{smallmatrix} \right)$ precedes literal, numero-literal, negative, fractional, and polynomial exponents, and exponents of polynomials and of enclosed monomials.

II. Numerals written in the lower two-thirds of the "Braille cell" are sub-exponents.

Numeral exponents and numeral sub-exponents preceded by the sign are read prime, second, third, etc.; sub-prime, sub-second, sub-third, etc.; sub-literal. (3.5)

III. The period is used to show the end of active signs, as exponent, index, factorial, over, and fraction, or to stop their activity.

IV. Numbers preceding literal quantities are co-efficients; following, exponents.

V. A root of higher degree than the second is indicated by writing the index sign and the index before the radical; e. g., $\sqrt[3]{x^2+y}$

VI. The fraction sign precedes all fractions, but may be omitted before numeral fractional exponents.

VII. Quantities under the radical are preceded by the beginning radical sign, and are followed by the ending radical sign.

A radical (or radicals) under a radical is indicated by doubling or tripling the inner radical (beginning and ending) signs. The single ending radical always completes the expression.

*In searching through several advanced algebras, books on calculus, trigonometry, and analytics, all the letters of the alphabet were found to be used except "j" and "o". Therefore the Braille "j" has been used here for the closing bracket.

For the figures and the numeral sign, see the first page of the "American Braille".

VIII. Confusions in the use of letters and figures are avoided by using the comma (3,).

IX. Polynomial numerators and denominators are enclosed in parentheses, except when either or both are under radicals. The denominator is followed by a period (3.6).

X. Letters preceded by the point 6, become Greek letters. Letters preceded by points 5, 6, are capitalized *algebraically*.

ILLUSTRATIONS.

Rules I., III., IV., VI., VIII. $\frac{4 a x^{-1}}{3 y^2}$

.....

Rules I., III., IV., VI. $\frac{y^{m+1}}{x^{2m}}$

.....

Rules III., IV., VI., IX. $\frac{x+y}{6+x^2}$

.....

Rules VI., VII., IX. $\frac{3}{\sqrt{3+\sqrt{5}}} \quad \frac{3}{\sqrt{x+y}}$

.....

Rule VII. $\sqrt[3]{\sqrt{4}}$

.....

EXAMPLES.

$x^2 - 6x + 8 = 0$

.....

$2(x-1)(x-2) = 0$

.....

Fraction 1 over y + fraction 1 over x = b

$\left(x^{\frac{2}{3}} \sqrt{\left(\frac{x^{\frac{1}{2}}}{\sqrt[3]{x}} \right)^5} \right)^{\frac{3}{25}}$

.....



SENIOR GIRLS IN THEIR SITTING ROOM

LIST OF LEGACIES AND CONTRIBUTIONS IN THE AMOUNT
OF THIRTY DOLLARS AND UPWARDS TO THE PENN-
SYLVANIA INSTITUTION FOR THE INSTRUCTION OF
THE BLIND.

The following list appears as Appendix No. VII to the Tenth Annual Report, being that for the year 1843.

Abbott, Timothy	\$100.00	Chorley, Henry	\$30.00
Allen, Solomon	30.00	Citizens of Chester Co.	
Alsop, Richard	300.00	(per W. Darlington)...	929.26
Armstrong, Susan	30.00	Citizens of Lancaster (per	
Ashhurst, Richard	100.00	Mr. Coleman)	226.00
Astley, Thomas	130.00	Citizens of Wilmington	
Baldwin, Stephen	30.00	and New Castle	837.11
Barton, J. Rhea, M.D. ...	30.00	C. J. (per Mr. Vaughan).	50.00
Beck, Dr.	30.00	Coleman, Mrs. Ann	1,000.00
Beck, Paul	1,100.00	Coleman, Mrs.	50.00
Becket, Henry	130.00	Coleman, E.	2,033.00
Bell, Mrs. W. J.	100.00	Coleman, William	500.00
Biddle, Edward	30.00	Cook, John	100.00
Biddle, James	30.00	Cooke, Thomas	123.08
Biddle, Nicholas	130.00	Cope, Alfred	30.00
Biddle, Thomas	130.00	Cope, Caleb	100.00
Birch, William Young ...	1,600.00	Cope, Israel	50.00
Bird, Charles	30.00	Cope, Jasper	30.00
Bird, Thomas	30.00	Cope, Thomas	300.00
Birkey, W. J. A.	30.00	Coxe, Daniel	30.00
Blight, Charles	30.00	Cromley, Samuel	100.00
Blight, George	30.00	Dawson, Josiah	30.00
Bohlen, John	130.00	Deweese, William P., M.D.	30.00
Boyd, William	30.00	Dickson, J.	200.00
Breck, Samuel	30.00	Downing, H.	30.00
Brewer, M.	30.00	Drayton, Col. William ...	300.00
Brown, Hanson & Co. ...	50.00	Drayton, Col. William ...	30.00
Brown, James	30.00	Dundas, James	50.00
Brown, James D.	780.00	Dugan, Joseph	30.00
Brown, John A.	2,100.00	Dulles, J. Heatly	100.00
Brown, M., Jr.	30.00	Dunn, Nathan	1,880.00
Brown, Mrs. S. B.	30.00	Du Ponceau, P. S.	130.00
Brown, William	130.00	Du Pont, C. J.	30.00
Bunting, J. F.	30.00	Duval, James S.	150.00
Burd, Edward	100.00	Earp, Thomas	30.00
Burd, Edward S.	100.00	Earp & Brothers	100.00
Butler, Miss	200.00	Elliott, Isaac	32.20
Butler, John	30.00	Elwyn, Alfred	30.00
Butler, Mrs. Pierce	40.00	Estlack, Thomas	30.00
Butler, Pierce	253.00	Evans, Charles D.	30.00
Butler, Thomas	130.00	Eyre & Massey	100.00
Cabot, F.	30.00	Farnum, J.	100.00
C. D. (per Mr. Vaughan)	100.00	Fassitt, Thomas	30.00
Cadwalader, T.	30.00	Fellowes, C.	50.00
Carera, Madame	100.00	Ferguson, Alexander	30.00
Carey, Lea & Co.	100.00	Fisher, Eliza	30.00
Carey, Matthew	50.00	Fisher, Mrs. E. P.	50.00
Cash, A. D.	50.00	Fisher, James C.	100.00
Chancellor, Wharton	530.00	Fisher, J. Francis	130.00
Chauncey, Charles	100.00	Fisher, Thomas	30.00
Chauncey, Elihu	130.00	Fisher, Mrs. S. W.	30.00

Fleming, Robert	\$30.00	Lex, Mary A.	\$30.00
Fleming, Thomas	130.00	Lippincott, Joshua	50.00
Folwell, W.	50.00	Lippincott, Richards & Co.	200.00
Foster, William	50.00	Markoe, J.	30.00
Fotterall, S. E.	30.00	Maxwell, Robert	330.00
Fotterall, S. G.	30.00	McAllister, John	30.00
Fox, Charles P.	30.00	McAlpin, J. B.	30.00
Fraley, John U.	130.00	McIlvaine, Joseph B.	30.00
Friedlander, Julius R.	100.00	McIlvaine, William	30.00
Friend (per J. U. Fraley) ..	50.00	Meigs, C. D., M.D.	130.00
Fryer, William	30.00	Meredith, William	30.00
Gaskell, Thomas Penn....	100.00	Merrick, John	50.00
Gibson, William, M.D. ...	30.00	Miller, Abraham	230.00
Glee Association, Phila. ..	145.70	Miller, W. J.	30.00
Godley, Jesse	30.00	Mitchell, J. K., M.D.	30.00
Graff, Charles	30.00	Mitchell, Thomas	30.00
Graff, Mrs. Charles	50.00	Mitchell, M. W., M.D. ...	30.00
Graff, Frederick	100.00	Morgan, Benjamin R.	30.00
Grant, Samuel	100.00	Morris, S. P.	45.00
Guest, Anna	100.00	Morrison, Mrs. W.	30.00
Guest, Anna (legacy)....	500.00	Moses, J. M.	30.00
Hallowell & Ashbridge... ..	30.00	Moses, J. M. (donation by) ..	38.65
Hamilton, Miss	30.00	Moss, John	50.00
Handy, George	230.00	Moss, Samuel	30.00
Hare, Robert, M.D.	30.00	Mutual Fund (per J. E. Erwin)	63.93
Harrison, George	530.00	Needles, E.	30.00
Hart, Abraham	30.00	Neff, John R.	30.00
Hartshorne, Joseph, M.D.	30.00	Newkirk, Matthew	105.00
Haslam, John	50.00	Oakford, R.	30.00
Haven, T. Albert	30.00	Oliver, Joseph	50.00
Hazeltine, John	100.00	Parke, H.	100.00
Hembel, William	30.00	Pepper, George	530.00
Hemphill, Joseph	30.00	Peters, Richard	30.00
Henry, Alexander	200.00	Phillips, J.	50.00
Henry, John S.	30.00	Platt, William	50.00
Hogan & Thompson.....	30.00	Powell, John Hare	30.00
Hollingsworth, L. E.	100.00	Pratt, H.	50.00
Humphreys, M.	100.00	Price, Lydia W.	30.00
Hunter, Joseph	130.00	Price, Joseph	100.00
Huzham, Miss	70.00	Price, R.	380.00
Hyde, William	30.00	Ralston, A. G.	50.00
Ingersoll, Joseph R.	30.00	Ralston, George	100.00
Jackson, Riddle & Co. ...	100.00	Ralston, Gerard	30.00
Jackson, Washington	30.00	Ralston, Robert	150.00
Jaudon, S.	30.00	Richards, Benjamin W. ..	30.00
Johnson, A.	30.00	Richards, Samuel	80.00
Johnson, Lawrence	30.00	Richards, Thomas S.	30.00
Johnson, Moses	30.00	Ridgway, Jacob	50.00
Jones, Samuel W.	30.00	Roberts, Miss E. F.	50.00
Keating, William H.	30.00	Roberts, Rachel H.	40.00
Kingston, Stephen	30.00	Robertson, James S.	100.00
Kohne, Mrs. F.	30.00	Rockhill, T. C., & Co.	300.00
Kugler, Dr. Benjamin....	30.00	Rogers, Evans	30.00
Kuhl, Henry	30.00	Ross, James	30.00
Kuhn, Hartman	600.00	Rotch, Thomas	30.00
Laguerenne, P. L.	30.00	Rustic Assembly	35.00
Latimer, John R.	30.00	Sampson, B.	30.00
Lewis, Lawrence	50.00	Sargeant, Mrs. Mary	30.00
Lewis, R. M.	50.00	Savage, John	30.00
Lewis, W. D.	30.00	Schively, W.	30.00
Lex, Mrs. E.	30.00	Schrack, C.	30.00
Lex, Miss E.	30.00		

Schott, James	\$30.00	Tingley, Clement	\$30.00
Seybert, Henry	50.00	Tunis, Mrs. E. P.	50.00
Shober, Samuel L.	30.00	Vanderkemp, John J.	80.00
Short, William	130.00	Vaughan, John	350.00
Sill, Joseph	30.00	Vaux, Roberts	30.00
Siter, John	200.00	Vezin, Charles	30.00
Skirving, John	30.00	Wagner & Brother	100.00
Small, R. H.	30.00	Wagner, Tobias	50.00
Smith, C. W.	30.00	Walker, Lewis	100.00
Smith, Jacob R.	30.00	Waln, Jacob S.	50.00
Smith, J. Brown	30.00	Waln, Lewis	100.00
Smith, Samuel F.	30.00	Wampole, J.	44.00
Snider, Jacob	30.00	Warder, Benjamin H. ...	30.00
Snider, Jacob, Jr.	30.00	Warder, John H.	30.00
Spencer, J. J.	30.00	Watson, Charles C.	150.00
Stewart, T. S. C.	30.00	Watson, Joseph	30.00
Stillé, John	30.00	Wetherill, Charles	130.00
Stone, Dexter	30.00	Wetherill, John Price ...	50.00
Stott, Eliza	180.00	Wetherill, Rachel	30.00
Struthers, John	30.00	Whitall, S. M.	30.00
Swaim, William	30.00	White, Ambrose	30.00
Swift, John	30.00	White, Henry	30.00
Sykes, Mrs. R. W.	200.00	Williams, W. J.	487.50
Sykes, R. W.	100.00	Willing, Mrs. R. H.	50.00
Symington, Alexander ...	130.00	Willing, Richard	30.00
Taylor, Charles	50.00	Wistar, Bartholomew ...	200.00
Taylor, Charles	50.00	Wolf, George (Gov.) ...	30.00
Taylor, James	30.00	Wood, J.	100.00
Taylor, Knowles	1,000.00	Wurts, Charles S.	50.00
Thomas, Abel C.	40.00	Yarnall, B. H.	30.00
Thomas, George	30.00		

The following is a list of Legacies and Contributions made subsequent to 1843.

1837 William Young Birch..	*\$110,304.62	1843 Dr. Pierre Antoine Blenon*	\$1,720.00
1844 Edward Peace, M.D. ..	30.00	1847 William Wallace Cook. *	504,046.31
1847 John Price	1,000.00	1847 W. H. Dillingham	30.00
1848 William R. Lejee.....	30.00	1848 Edward S. Whelan	30.00
1849 Richard Ronaldson ...	500.00	1849 Elizabeth Huxham	94.50
1849 Israel Morris	100.00	1849 John Notman	30.00
1850 John Bohlen	95.00	1851 E. D. Stott	1,048.80
1851 Mrs. Ann McDonald..	285.00	1851 Thomas P. Cope	500.00
1851 James Bayard, Esq. ...	100.00	1852 Thomas C. James	30.00
1852 Morris Patterson	30.00	1852 James C. Booth	30.00
1853 Samuel C. Morton	30.00	1853 Thomas H. White	30.00
1854 William H. Drayton ..	*280.00	1855 Jacob G. Morris	500.00
1855 Enoch Rittenhouse	950.00	1855 J. S. Wiegand	30.00
1855 Napoleon B. Kneass...	30.00	1856 Robert M. Lewis	*290.00
1856 Jasper Cope	500.00	1857 Jay Cooke	100.00
1858 Abraham Miller	*963.50	1858 Sarah Stillé	400.00
1859 Alexander Stewart	100.00	1860 Archbald Stewart	*200.00
1862 John Wright	8,375.00	1863 Hon. Samuel Breck....	902.45
1863 Lawrence Johnson	1,098.36	1864 Hannah Parke	500.00
1864 Mary Ewing	100.00	1864 Paul Beck	100.00
1865 Josiah Dawson	1,000.00	1865 Maria B. Lentz	90.00
1865 William Duane	30.00	1865 Thomas Trower	*31,230.36
1867 Daniel Grim	446.50	1867 John Wiegand	30.00
1869 Ann Hertzog	3,126.44	1869 Jane McCarthy	890.00
1869 J. H. Hutchinson	30.00	1869 Alexander J. Derbyshire	50.00
1869 William Miller	30.00	1869 Alfred D. Jessup	30.00
1869 J. Sergeant Price	30.00	1869 ——— Lewis	30.00
1870 Sarah Phipps	1,000.00	1870 Henry Weibel	1,035.00
1870 John Cadwalader, Jr. ...	30.00	1871 Mrs. Martha Notman..	950.00
1872 Charles S. Coxe	100.00	1872 Jonathan Tyson	81.41
1872 Nathan Barrett	95.00	1872 Richard J. Dobbins ...	100.00
1872 William W. Justice ...	100.00	1872 Edward Coles	30.00
1873 Jesse George	*3,500.00	1873 Isabella B. Truman	950.00
1874 Stacy B. Barcroft	2,244.00	1875 James Pleasants	95.00
1876 Sarah A. Laussat-Jen-		1876 Henry I. Stout	3,500.00
nings	1,140.00		
1876 Richard D. Work	50.00	1876 Nathan Sharpless	30.00
1877 Catharine Nixon	470.00	1878 Pennell Smith	1,000.00
1879 Eliza Hutchinson	*72.13	1879 Mrs. Voltz	50.00
1880 Eliza Harland	414.61	1880 Joseph Watson Hibb ..	855.00
1880 Mary Shields	*195,148.46	1880 Alfred C. Harrison	1,000.00
1881 E. Claxton	300.00	1882 John A. Jones	5,000.00
1882 George W. Thorn	83.34	1883 William Miller	285.00
1883 Mary Ann Grier	475.00	1884 William M. Meigs	30.00
1884 Arthur V. Meigs, M.D..	30.00	1884 Rev. Alfred L. Elwyn ..	30.00
1886 William McCann	1,737.73	1886 Unknown Person	130.00
1887 Dr. Lawrence S. Pepper	2,500.00	1887 Casper Heft	500.00
1888 Mary Rebecca Dailey		1888 Henry Seybert	2,000.00
Smith	1,201.49		
1888 John M. George	2,000.00	1888 Joshua C. Lawrence ...	285.00
1888 Esther B. Sterner	5,000.00	1888 John A. Dugan	4,750.00
1889 Harriet H. Erwin	1,000.00	1889 Harriet C. Flickwir ...	5,000.00
1889 William B. Smith	95.00	1890 George D. Rosengarten	1,000.00
1890 Thomas Drake	5,000.00	1891 George S. Pepper	*8,162.50
1891 W. R. Lejee	*2,505.50	1892 Alfred Bamber	2,000.00
1892 Elizabeth Schaffer	10,000.00	1892 Samuel W. Brown	300.00
1892 "Unknown"	190.32	1894 Charles B. Birmingham	570.00
1894 Susannah Masson	1,000.00	1894 Charles Wistar	5,000.00
1895 Edward Strickland	500.00	1897 A. W. Butler	5,432.67
1898 "Unknown Friend" ...	2,000.00	1899 Stephen Taylor	738.74

1899 J. Dundas Lippincott...	\$5,000.00	1900 Leonard R. Hayes	\$1,000.00
1902 Harriet S. Benson	5,000.00	1903 Catharine H. Raco	98.83
1903 John Kay	1,000.00	1904 William Neubauer	506.19
1904 Hiram Brooke	2,000.00	1904 Mrs. Sophia G. Coxé...	13,000.00
1907 Joseph Lapsley Wilson.	30.00	1908 William Warner	*2,327.03
1909 William M. Farr	10,000.00	1909 A. Buchanan	147.89
1910 Ann Kerr	1,000.00	1910 Margaret S. Roberts...	1,752.78
1910 Thomas Nelson Page ..	50.00	1910 Ann P. Biddle	950.00
1913 J. Johnson Beans.....	100.00		

* Gifts aggregating this total have been received by the Institution at various times, but for the convenience of this record the total received is given in one single entry.

GENERAL INFORMATION

The Institution is located at Sixty-fourth and Malvern Avenue, Overbrook. Overbrook is within the limits of Philadelphia, and may be reached from the heart of the city either by street car, or by railroad from Broad Street Station.

The name—Institution for Instruction—tells the story of its purpose. The Institution is a school, and its pupils are school boys and school girls who happen to be blind, or to have very defective eyesight. It is not a State Institution, though it receives pupils whose expenses are partially met by the State. It is supported largely by bequests and the interest on invested endowment funds.

The charge for those able to pay tuition is \$300 for the school year.

The management does not fix age limits below or above which it will not receive pupils. But it generally prefers not to admit an applicant too young to dress or care for himself, or too old to be amenable to the discipline of schools adapted to youth. Candidates for admittance must be young, capable of education, and of good moral character.

The Institution does not supply clothing; and in no instance will it assume the permanent care of anyone. Its character of school must be preserved at all hazards; and it declines to undertake anything which will interfere with its proper and legitimate function.

As a boarding school the Institution undertakes to give its pupils for forty weeks in the year wholesome and stimulating environment. Just as much care and attention is given to the pupils when out of class as when in class.

The Institution aims to train as well as to teach; and, to further these ends its new buildings have been arranged on the cottage plan, each pupil having his home and his house-mother. Only children of kindergarten age are assigned to the kindergarten cottage, and the older pupils cannot mingle with them.

The course of instruction aims to be thorough and broad. It embraces the branches usually taught in the public schools, and many that are not generally taught there, such as typewriting, industrial and household pursuits, instrumental and vocal music, and piano-forte tuning.

Special attention is paid to physical exercises both in the open air and in the gymnasium, and attendance upon these exercises is compulsory.

The Institution is non-sectarian. Its pupils are required to attend the church their parents may select.

Pupils are required to write regularly to their parents or friends.

There is no school on Saturday afternoon, and at that time pupils are allowed to receive visitors.

Persons desiring to visit the school are cordially invited to do so.

The school has maintained since May, 1910, a Sales-room and Exchange at 204 South Thirteenth Street, Philadelphia, where orders are taken for piano tuning, chair caning, weaving of rag rugs and carpets, brooms, and knitted, crocheted and other generally useful articles. Here too are displayed various articles made by the blind.

OLIN H. BURRITT,
Principal.

FORM OF LEGACY

I hereby give and bequeath to the "Pennsylvania Institution for the Instruction of the Blind", in Philadelphia, and its successors for ever (if real estate), all that, etc., (if personal), the Sum of, etc.